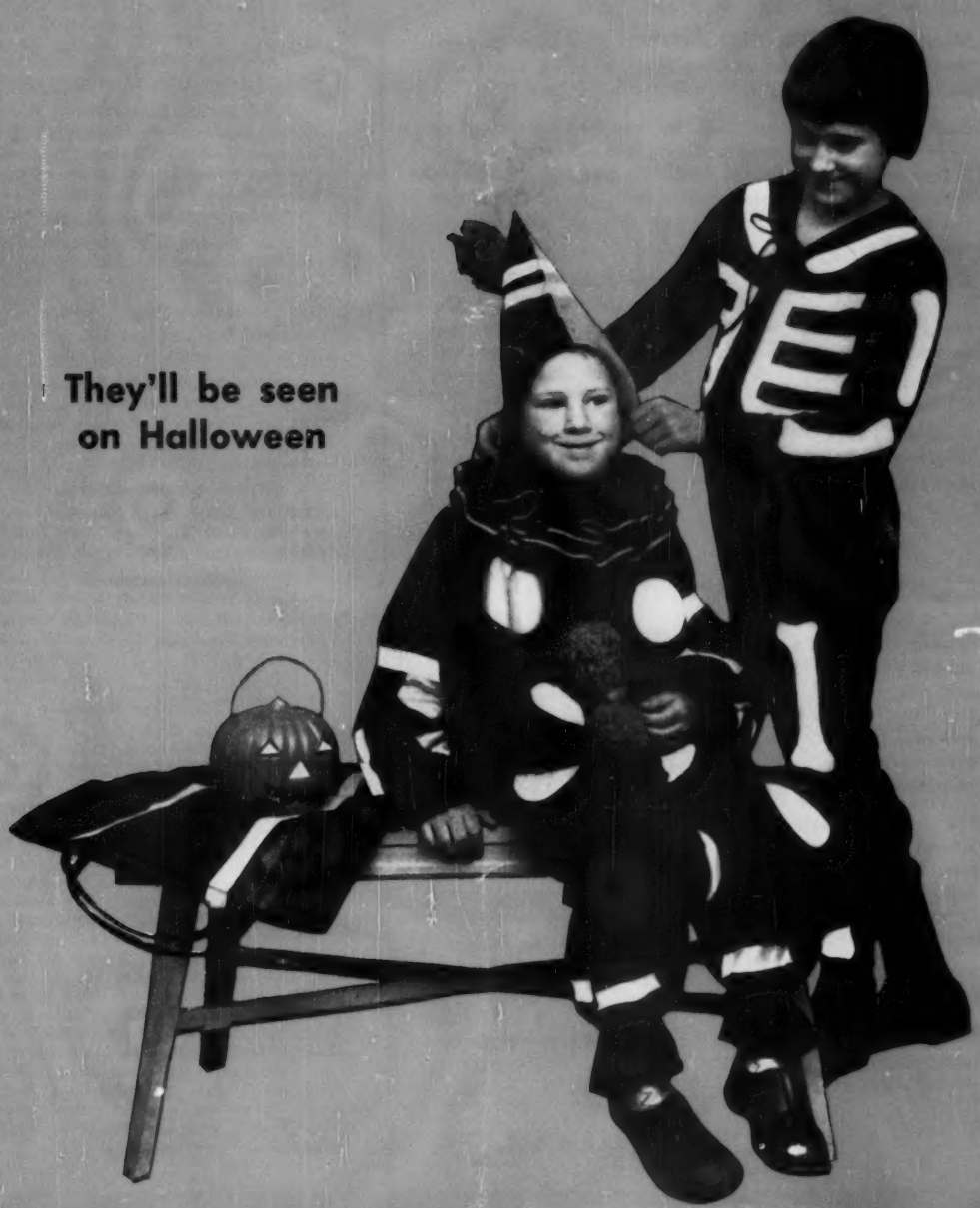
SAFETY

OCTOBER, 1959
Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



They'll be seen on Halloween

Fun or Fatal Halloween?

Ghosts and goblins haunt the streets. Pirates lurk at every door step. It's a scary time of year—but for the youngsters, only excitement and Halloween spirit are paramount. How could a six year old think about the tragic fire and deaths which could spark from the small candle in his jack-o-lantern? He's thinking about all that wonderful candy.

A tiny, black-robed witch won't realize she's walking a danger path, fading into the darkened streets. And she wouldn't know to carry a large, white bag or to decorate her costume with strips of reflective tape so motorists can spot her.

What about the little Indians? Will they think to paint their faces instead of wearing those blinding masks with vision-shielding eye slits?

Each Halloween season, families lose their homes in fires —an innocent child used a candle instead of a flashlight. It took only a small flame. Motorists crush small bodies—they saw them too late. Spirited Halloweeners dash into the path of cars they didn't see—their peripheral vision was blocked by masks.

Older youngsters cause community damage—no school or organization was interested enough to redirect the teenagers' energies into a Halloween party. Elementary students are injured "trick or treating" alone—older brothers are too excited to protect them—and parents are too busy to share the fun by escorting them.

A school's Halloween days can be a treat or a tragedy. Which one will it be? The decision could be yours and your students' parents!

"Cute Cars" Are Killers!

Beware of those "cute little" motorized cars. Miniature automobiles—some powered to reach 50 mph—are being sold over the country for youngsters of 7 and up. Others are "toys" which go only 5 mph. Understandably, parents feel these can be driven safely in a back yard. However, no active child will be content to stay in a yard very long.

The problem is mounting. Children are driving them around the school yards. Communities have designated places where children race the little motorized cars. Adults are even justifying such events by calling them "driver education." Hardly an education, this encouragement is only teaching speed and competition.

The Council believes that children under 16 are too young to drive cars of any size, anywhere.

Some youngsters have been killed already in the miniature automobiles. There'll be more deaths unless people refuse to use them.

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A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Nancy Nupuf Margolis, *Editor*
Robert O. Jones, *Advertising Manager*

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By John L. Fea

Science and S E Are

Chemistry, astronomy, energy components and other phases of a junior high school science course illustrate the natural relationship between safety education and science study.

SO YOU think safety education should be integrated into a science program for grades seven, eight and nine? I don't.

To integrate infers that we are uniting certain less important learning concepts with something different or with a subject conclusive by itself. This is not the case in the relationship of safety education and science. From the beginning, the two concepts are inseparable and comprise the whole of science teaching.

A study of public school science teaching, college courses and the processes of discovering, producing and utilizing new scientific knowledges reveals this natural relationship and denies a superficial application such as is inferred by the word *integrate.*

Want to examine this natural relationship in practice? Let's take a look at the new science curriculum guide published by the State of Washington Department of Education.

Basic to the development of this guide is the stated objective: The science program for grades seven, eight and nine should instill and develop attitudes and habits necessary for personal safety . . . to encourage students to obey safety and accident prevention rules.

Personal safety covers a lot of ground and space and water these days. Only a few years ago it could be said that in Washington the boundary for safety conformed to the phrase *from sea level to ski level* used to describe the state. This is now extended to include *space-air* and *undersea-underground* worlds.

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More than 260 references to safety are included in this guide . . . or, if one new safety concept is introduced each possible day of the three-year course . . . almost 50 per cent of the science class periods will be affected.

In actual usage, proper safety teachings extend into each succeeding school day or conceivably a 100 per cent true safety-science relationship is in practice. This is a necessary practice if scientific knowledges are being taught.

The 10 general areas of junior high school science study contain many safety concepts to be learned.

Air and Meteorology—The characteristics of air, the chemical composition of air and the study of the atmosphere for the purpose of predicting and controlling weather bring forward a vast number and variety of safety concepts.

What is safe air to breathe? How can we avoid contaminated air? How can we prevent air pollution? And, what actions can we take to prevent injury and loss of life caused by contaminated air?

Certainly the prediction and possible control of weather are safety precautions against natural disaster, and first aid measures are a part of the study of floods, extreme heat, tornadoes and hurricanes.

Air is used to transport people and supplies. The rules and regulations of the Civil Aeronautics Authority mean air safety. Scientific principles involved in sudden stops and body movement enumerate the reasons for safety belts and safety devices for airplanes and other conveyances.

Inseparable

After studying the dangers of radioactivity, students learn the prescribed technique for detecting and measuring it.

Water—Methods of testing water for invisible compounds are the means of insuring a safe water supply for drinking and other purposes. Ice forms on lakes and ponds. Water motion is controlled by the weather. Improper sewage disposal can polute water. Sink traps work on a scientific principle.

Cleaners for sink traps must be used with caution. Polluted water can be made safe for drinking. Safe water sports depend on the weather and personal alertness. Artificial respiration is a means of saving lives. The United States Coast Guard lists rules and regulations for safe boating.

Weather—Good weather and bad weather bring with them specific problems of safety. With the pleasures of sunshine come the increase in recreational and traffic accidents. Knowing the physical aspects of weather extremes and the factors which require attention to reduce their destructiveness is important.

Geology—The face of the earth is constantly changing. Some of these changes are gradual but others can be sudden and dangerous. Knowing the makeup of soils and rocks could tell the story of existing formations, and this knowledge is a guide to safe actions.

A heated rock can explode when the water it has absorbed is converted to steam. There is a safe way to break a rock for study.

Sound—Sound is the result of vibrations which cause the air around the vibrating object to vibrate. Sounds can be a warning that certain vibrations are weakening natural or man-made structures, making them unsafe to be near or to be operating. Certain safe practices are employed when working in or near areas of extreme pitch and intensity.

Light—From the red to the violet rays, all light waves contain radiant energy. Cosmic, gamma, x-rays, ultra-violet, infra-red and micro-waves are both beneficial and harmful.

Safety of the eyes and skin is a dominant factor in this study. The modern artificial lights suggest other safety measures.

Chemistry—The physical properties and action and reaction of chemicals and substances are safety knowledges in themselves. Probably no area of junior high school science study offers as many approaches to safety education as does chemistry.

A good chemist is a safe person. He learns to plan his work. Thinking and acting in a scientific manner are basic to personal safety. These laboratory habits should be taught first. Laboratory work can be made safe only with proper equipment, and accidents can be prevented only by employing proper procedures.

For what reasons do we label containers? There are dangers of handling strong chemicals and proper methods of storage. An understanding of how to prevent and meet emergencies arising from explosion, fire, gas, acids, poisons and shock is vital. First aid skills are necessary.

Astronomy—The solar system consists of all the celestial bodies revolving around the sun. Tides on the earth's oceans, phases of the moon, and eclipses of the sun and moon are due to the relative positions of each.

Safety in the ocean for sportsmen, divers, and transportation depends in part on the movement of the tide. Safe navigation rests with a knowledge of the universe. Time and location can be determined from the sun and stars. Dead reckoning by the use of a watch for a compass and learning how to use a compass are safety lessons.

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Teachers must realize that—

Youngsters

PROBABLY the major concern in the minds of teachers as they think about safety education is to help children, as they grow, to learn how to live safely in all the things they do. This is without doubt a difficult task to accomplish. Why? Well, to begin with today's world just isn't a safe and secure place to be. It could be safer and offer more security but only people can make this come true. Secondly, the very nature of growing children invites danger. Who are the really curious? Who are the more adventurous? Whose imaginations are most fertile? Who are flexing their muscles and trying out their new and different bodies? Whose wholeheartedness throws them head-over-heels into much trouble? *Surely*—our children and young people—and who would want them any other way?

Who can really say to a nine year old that it isn't safe to climb a tree? His daddy used to climb them—so did Tom Sawyer. And didn't Jim Hawkins monkey up the mast of the good ship "Hispanola." Safety education is not just a lot of do's and don'ts—it is teaching this nine year old the safest way to climb a tree.

Remember just the other day when the soft ball went out into the street and rolled across into the far gutter, and someone yelled, "Don't run out into the street," "No! Don't run out into the street—let the ball go—let it roll into the storm sewer—stop playing your favorite game—it isn't safe to go running into the street." Of course it isn't safe, *but there is a safe way to get that ball,* to do most everything, and learning to do things the safe way is safety education.

Like all education, safety education begins with a teacher knowing about his or her students, their interests and activities, their plans—the things they intend to do today, tomorrow, next week. She has to know these things about her children so she can help them apply the rules of safe doing to what they are about to do. An up-and-doing pupil can't be perfectly safe, but he's sure to be up-and-doing—and more than that he'll be interested in learning ways to keep his activities safe and more enjoyable.

Teachers will want to know even more. They will have to live these activities a little bit for real or make believe so that they can see the hazards and dangers involved in the daily activities and routine of children and youth. Then they can really help them apply the lesson of safe doing to their living actions.

Add to this the teacher's understanding of his or her student's capacities to take on the things they plan to do, and he or she will be able to foretell their needs to carry on safely. Surely there is the notion that generally children and youth don't undertake things they can't handle. Surely there is this notion—but remember too—they are daring, courageous, desirous of doing the difficult, of meeting the challenge, of being the first to do. So they'll try—and try again—with or without the equipment, physical or otherwise, which they need. So safety education is more than doing safely; it's diagnosing danger and hazards, applying rules as well as problem-solving intelligence to the living acts in which youth must engage.

Safety information and rules don't mean too much to children when learned in isolation. It's vital when it is learned as the stuff with which children think as they plan and do; try and miss, and try again—and engage in actions, and routines, old and new. Teaching approaches which relate the facts and rules of safety lessons to ever-changing activities of the growing child will bring a meaningful message to learners.

This is one of the chapters from *Elementary and Junior High School Safety Guide for Teachers and Administrators,* recently published by the Illinois Department of Public Instruction. In addition to giving help on how safety should be taught, the Guide covers the legal, environmental and educational aspects of safety education and suggests actual content for 16 areas. The appendix includes a bibliography, sources of help for teaching safety, information on student accident records and the school safety check list.

The publication is available to schools, both public and non-public.

As children grow and develop—as they continue their living in an ever-broadening social scene, their range of activities will require the application of an increasing variety of safety learnings. In such a way safety education takes on a developmental character tuned to the developing interests, activities, capacities and skills of growing children.

WILL Climb Trees!

And as children grow their community gets bigger, fuller of people and ideas, aspirations and realizations. They see their community out of older eyes, have broader perceptions and develop sensitivities to community conditions and problems. Teaching which relates safety regulations, procedures, and safety sense to community problems which young people recognize and understand can contribute greatly to safe behavior on the part of youth and the promotion of safety in the community.

It doesn't make much sense to say that safety education is best taught "incidentally" or by a direct method. Teaching anything just isn't that simple. When Miss Foley, a first grade teacher, organized a unit on "Fun at Home and at School," she made definite plans for safety lessons related to the playtime and recreation activities of her children. Mrs. Marks had a whole series of lessons on bicycle safety when she noticed that more and more of her children were riding bike. A second grade teacher gave special emphasis to lessons on being a good pedestrian when her class studied about the policeman as a community helper. Mr. Williams built several valuable lessons around the fire drill program in the school. A playground accident sparked some elementary first aid lessons in a sixth grade gym class. A continuous program of safety related to daily work in a seventh grade industrial arts class had real meaning for students engaged in many different projects.

More and more teachers are organizing their safety education programs on a functional basis. This means correlating important safety learnings with other subjects, relating safety lessons to the events, conditions and activities which enter into the students' daily living, at home and in school, and applying rules of safe living.

Today's teachers have developed skill and techniques for doing just this—tying in the lessons of safety with social studies, science, language, arts, and arithmetic. Miss Jones a first grade teacher found many opportunities to teach about safe behavior with animals in her unit on Pets. Another class, engaged in a study of their community during the social studies period, prepared a map which identified the "hazard areas" around their homes, schools and the community in general. In her science units on weather, Mrs. Hoak helped children reexamine safety rules for sledding, snowballing and winter play. Reports and dramatizations of accidents were the core of expression activities in a sixth grade language arts unit.

Relating classroom lessons in safety to safe living at home is itself a more effective teaching technique. Teaching activities which help children to identify the hazards to safe living in the home, and to examine their activities for the potentially injurious consequences which may be present are basic to safety education. The safety rules which parents stress with their children in connection with medicine cabinets, stairways, lawnmowers, fires, daddy's tools, broken glass and the local traffic can be further emphasized through classroom study.

Teaching will need to be flexible yet well-planned in order for teachers to select those most timely safety learning which have a meaningful application in the lives of pupils. Sure there will be some repetition—there is bound to be, but in a meaningful situation such repetition is not bad; it's necessary and vital to the safety of children and youth. Teaching which builds on the daily experiences of children in situations requiring safe behavior demands more than just an evaluation of these experiences and activities in which pupils are most likely to engage. Teachers, of course, will need to know and have at their fingertips safety information in the forms of resource units, or subject matter outlines, if they are to impart the knowledge and develop the skills and attitudes essential to safe behavior in youngsters. Teaching materials and activities which relate to these experiences will have to be used if young learners are to gain the lessons necessary to safer participation in all their experiencing.

Just growing up will not provide children with the needed lessons for safe and happy living—nor will oft-spoken rules, regulations and admonitions. Effective teaching—teaching which helps young people apply the ways of safe living to their everyday actions—will make for happier, healthier and safer experiences in the lives of maturing citizens●

Many Fires Never Started

Fire Prevention Week will be observed this year from Oct. 4 through 10. Traditionally, the week which includes Oct. 9, the anniversary of the Chicago Fire of 1871, serves as a reminder of the value of continuous fire prevention education programs. Schools in Duluth, Minn., have such a program that helps reduce the toll of deaths and injuries by fire, particularly among elementary children.

By Victor C. Dunder

FIRE safety education in Duluth, Minn., schools begins in kindergarten. Reports of discussions among the little folks list the following subjects: the danger of playing with matches; what to do in the event we were caught on fire; the necessity of putting out camp and picnic fires before leaving the site; every phase of a fire drill; what to do if we see a fire; the fire danger when the woods are dry; treatment and care of a Christmas tree.

Kindergartners are dead serious about fire drills. One small girl, during a fire drill, walked out of her shoe. She did not stop to pick it up but continued on her way. No other child stopped for the shoe.

In one school the teacher read aloud to her kindergarten youngsters *The Real Book of Fire Engines* by Zaffo. Classes went up to see the area which was burned near the school, visited fire stations and learned the "Smoky Bear" song.

Throughout elementary schools, fire safety is an integral part of the education program. Classrooms burst into color with posters and bulletin boards on the subject. Pupils devise pamphlets and booklets, liberally illustrated with original drawings. Newspaper and magazine articles are posted or are used as topics for discussion. Holidays have their special fire hazard lessons.

The most important single factor we stress in fire safety is the establishment of good fire drill habits. One first grade class organized its rules: keep quiet lines; look ahead; close our door; walk fast but don't run; stay in our line. Another class has a fire drill in the room every Monday morning—"we ring a little bell which brings the captains and sub-captains to the door."

Regarding fire drills, one school reports: "The first day of school, weather permitting, we have a drill. This drill is preceded by a lengthy discussion in the classroom on pupil conduct in case of fire. The children know what to do, where to go and how to act when they hear the fire bell. We repeat the drill until we find that we've reached a steady or consistent time for leaving the building. Once the regular procedure is familiar, we plan on what to do in the case of a blocked exit. This is all talked over the first day, but not practiced until the regular drill is mastered. From this point on, we have fire drills blocking a different exit each time. The last fire drill procedure is leaving the auditorium from an all-school program. This is the most simple procedure, but still the most nerve racking because of the large number of pupils in one room."

A "natural" motivation was found in one school. A boy whose father is a fire precinct captain took upon himself the job of propaganda captain for fire prevention. He volunteered to tell some of his father's stories to pupils in other rooms and successfully carried out this venture. His eight-minute lecture was well done and pupils were extremely interested.

Working on safety units, children have organized a set of rules in one school: in the home—clean up rubbish, don't leave old rags around, don't leave flammable fluids near heat, don't play with matches; in the garage—keep oily rags away from flames, don't leave papers lying around; in general—burn garbage or old leaves in a burner for that purpose, be sure a fire is attended and an extinguisher (chemical or water) is on hand, stay far away from flames in case the wind changes, learn how to treat burns, roll a person on fire in a blanket, close

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because of year-round progams

More than 2,000 youngsters under 15 years of age die in fires each year—more than those killed by polio in the worst epidemic years. Costs of hospitalization are much higher for fire victims than polio victims. This high percentage of deaths strongly suggests that active participation in educational fire prevention programs—such as the Junior Fire Marshal program—is one effective way to stop fires.

By James C. Hullett

TEN year old Kathy Mueller, of Billings, Mont., received the Gold Medal from Montana Gov. J. Hugo Aronson for saving her three younger brothers from a fire in their home. The first girl ever to receive the Hartford Fire Insurance Co. Gold Medal, Kathy attributed her quick-thinking action to her learnings as a Junior Fire Marshal.

The Junior Fire Marshal program, started 12 years ago by the Hartford Fire Insurance Co., has left its mark on more than 24 million elementary children from coast to coast. This fire prevention program, designed for use in the classroom, has as its basic tool a home inspection report—a guide for students and their parents to search for potential household fire hazards. Each student who returns the completed report, signed by a parent, is designated a Junior Fire Marshal, receives a badge or ring and in many communities a red fireman's helmet.

To promote greater participation, classes with 100 per cent returns receive banners. Student groups frequently receive such additional recognition as rides on the local fire trucks, tours of the fire houses and explanations of equipment.

But the program doesn't end with the home inspection during Fire Prevention Week. The Junior Fire Marshal magazine, published in fall, winter and spring with rules, stories and cartoons on safety, goes to every member. In December there is a drive to make Christmas trees safe from fire. The students last year attached to trees more than 2 million tags in the form of a ruler with seven rules for a fire-safe holiday. The spring issue of the magazine is devoted to spring clean up. Last spring the students placed more than 4 million tags listing safety hints on the doors of homes throughout the country.

A great deal of supplementary material is utilized in these campaigns, including a complete bibliography of pertinent literature, film strips and sound movies. A 43-frame color film strip, "The Story of Fire Fighting in America," prepared for use with the teaching units and a sound film strip, the latest innovation, illustrating the JFM home report are available at a small cost. Wall posters for listing names of pupils who qualified as Junior Fire Marshals are offered and even a JFM song has been recorded by RCA Victor.

One measure of the program's effectiveness is the avalanche of mail from teachers and Junior Fire Marshals. Dramatic stories of students' quick thinking in emergencies provide another index of the success of the program. These reveal that the training the children receive has resulted in saving many lives and minimizing injuries and damage in potentially dangerous situations.

In Nyssa, Ore., for example, seven year old Danny Coleman fortunately had the training to

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fall back on when he needed it most. One evening Danny was playing with a teenage neighbor who had a jar of gasoline and a small fire in the yard. By accident, the gasoline caught fire and some of the burning liquid struck Danny and poured down his chest and the front of his shirt. Danny started to run but suddenly remembered this was wrong. As a Junior Fire Marshal he had been told to lie down and roll if his clothing caught fire. So he rolled on the lawn, putting out the flames, then ran to his parents who rushed him to the hospital. Although painfully burned, Danny was back in school in less than two weeks.

This is just one of many stories attesting to the immediate value of early fire prevention training. Even more important are the long range benefits. When youngsters actually take part in such a program, the knowledge they glean stays with them for the rest of their lives. This means that, happily, there will be hundreds of disasters you'll never read about because, thanks to the fire prevention training available through the JFM, they'll never happen●

Dunder

(from page 6)

a match book when striking a match, have adults check extension cords to avoid short circuits, be sure kerosene and gasoline cans are labelled, do not throw things at light globes because you may cause a short and a fire.

Some safety lessons are in connection with other units of study. A class reports: "From language books, we developed a unit on 'What to do when there is a fire'—how to dial the telephone, how to ring an alarm; safety in the home and good conduct in fire drill." A story in the *Reader's Digest*, "Hot Magic," resulted in a discussion on spontaneous combustion. A social studies unit on "community helpers" included the work of firemen. Science classes proved that fire needs oxygen, and experimented with combustion and electricity. A health class devoted some time to first-aid for burns.

Sometimes, a teacher uses a "gimmick" to stimulate interest. One fourth grade class entered the room to discover a giant replica of a match, which started a discussion on matches.

Active pupil participation is encouraged in safety lessons. Children produce plays or programs. In one school, they have a paper drive during Fire Prevention Week, to emphasize dangers in hoarding old papers.

The city fire department does a good job in helping to teach fire safety in elementary schools. Besides giving talks to the pupils, firemen organize classes into Junior Fire Marshals and distribute fire marshal booklets and check lists for homes.

Junior high schools, too, participate in fire safety learnings, besides having regular fire drills. One school has a section of the library designated for safety materials and displays; has a map in a display case showing the locations of school accidents; announces safety materials over the public address system; has regular fire safety assemblies.

An eighth grade science teacher gives an outline of a unit on chemistry in the fire safety education program. A student committee works on this project while other pupils work on other assigned projects. At the end of a period of study and preparation of materials, the committee reports to the class and gives a number of experiments and demonstrations. In general the report covers:

1. Causes of fires
2. Control of fire
   a. Study of the chemistry of the air with particular emphasis on the characteristics of the element oxygen and the compound carbon dioxide.
   b. Study of the different types of fire extinguishers—how they are constructed and the principles involved in putting out different kinds of fires.
3. Prevention of fires—Safety measures and precautions that should be taken in the home and the community.

Some of the experiments and demonstrations, given by students and pupils working together, are:

1. The amount of oxygen in the air is shown by a lighted candle, a pan of water and an inverted glass.
2. Oxygen gas is generated. Glowing materials are lowered into bottles of oxygen to show the increase in rate of oxidation.
3. It is shown that candles go out when the supply of oxygen is exhausted.
4. CO_2 gas is generated and poured over burning candles to extinguish the flames.
5. Several experiments are given on lowering the kindling points of burning substances to extinguish the flame.
6. Cornstarch is blown over a flame to show rapid oxidation—while cornstarch in a saucer will not burn at all.
7. Models of fire extinguishers, old and new, are displayed.
8. Students construct a simple extinguisher with water, acid and bicarbonate of soda.

We realize that the Duluth program is not unique; the same learnings are taking place in schools throughout the country. They are fundamental learnings—fundamental to life●

NSC Home Safety Director Dies

Thomas Fansler, director of the NSC Home Safety Department, died at his home in Chicago, August 24. He was 60 years old.

Mr. Fansler came to the Council in 1944 to head its home safety activities. Instrumental in developing interest in the safety movement among industrial, health and medical groups, Mr. Fansler encouraged industrial cooperation in the field of off-the-job home safety programs. He set up joint programs with the American Medical Association, the American Public Health Association and the American Academy of Pediatrics.

Under Mr. Fansler's leadership, the Home Safety Conference, composed of leaders in industry, education and government, was set up to guide the home safety program. He established the Home Safety Inventory for evaluating state and community home safety programs. While director of home safety, he saw the home accident rate decrease by more than 20 per cent. Recently, Mr. Fansler had been active in promoting the safe use of plastic bags.

A graduate of Haverford College and Columbia University, Mr. Fansler taught at both institutions and was director of research in the Division of General Education at New York University.

He was a fellow of the American Public Health Association and was the author of three books: *Discussion Methods of Adult Groups, Effective Group Discussion* and *Creative Power Through Discussion.*

"Tom Fansler's death was a shock to the entire Council staff," said Gen. George C. Stewart, executive vice president of the Council. "His professional and organizational abilities were greatly respected, and he was held in high personal esteem by his colleagues in the home safety field and members of our staff."

Lorin Elder Dies

Lorin J. Elder, well known state and national safety engineer, died July 29 at the age of 65.

Mr. Elder, who retired in June as safety and first aid supervisor of the Pennsylvania State University after serving for 23 years, was actively associated with various phases of the National Safety Council. Actively supporting the Public Employee Section of the Council, he helped initiate and mature the Higher Education Section.

Mr. Elder inaugurated the safety program as it exists at the University, the State College, Pa., Area Safety Council and the State College Chapter of the American Red Cross, by which he was recently cited for his 30 years' service.

A former teacher at the Penn. State Fire School, Mr. Elder was a member of the Veterans of Safety and the American Society of Safety Engineers and is listed in Who's Who in Safety.

IMPORTANT NOTICE!

EVERY month the mail to the National Safety Council is filled with thousands of requests from school children for general safety material. The Council has been happy to fill these requests, with the conviction that such cooperation had a real part in emphasizing the importance of safety to each young correspondent.

Now, however, the volume of requests has reached such a point that we are no longer able to handle them. Therefore, we urge teachers to discourage their pupils from writing to the National Safety Council for safety material.

Instead, we suggest your pupils write to their local or state safety councils for information relating to the various phases of safety. This will not only facilitate service to them, but it will provide them with an opportunity to learn about the resources of their own communities and states which are actively engaged in the fight against accidents.

Telling

Various kinds of experiences are highly desirable in preparation for teaching safety. Although directed at classroom teachers who include safety in their program, this article also could be helpful as a reference in planning a curriculum for safety supervisors.

MY METHODS of teaching have changed as a result of taking the safety course. When I read headlines about accidents, I recognize there is a greater need for safety education programs. I no longer assume that pupils are aware of the many hazards. My program starts with a readiness period, helping each child to grow on his level to meet his specific needs in safety."

This is one of many comments from teachers and administrators who took the summer school course in general safety, offered by the University of Delaware in cooperation with the Delaware Safety Council. These teachers realized the importance of safety as a factor in our daily living. Yet, they like many others, did not feel qualified to teach in this area.

Some excellent safety programs are being conducted in physical education, home economics, agriculture, shop, laboratories and particularly in the elementary grades. However, with curricula already crowded, it is not usually possible to offer separate courses in safety. Since safety can be related to practically every subject or special area, the teaching is usually done by the regular class room teacher.

What special background, training, experience and skills are essential for effective teaching of safety? Perhaps the best way to assess the requisites for teaching safety would be to examine some of the outcomes which might be achieved through a program of preparation for teaching safety. The following is a representative list of desired outcomes:

D. Kenneth Steers is chairman, department of physical education for men, University of Delaware, Newark, Del.

Is Not Enough

By D. Kenneth Steers

1. Greater safety consciousness based upon a study of situations and possible results of planned action, rather than fear and avoidance of dangerous activities.
2. A greater appreciation of personal responsibility, initiative, self-discipline and self-direction in all areas of daily living.
3. Interest in safety to the point that further independent study will be undertaken.
4. Better human relationships and understanding of self through a broader understanding and appreciation of others.
5. Increased knowledge of safety as it relates to one's own future well-being and that of others.
6. Maturity and a greater social consciousness; improved sense of values; self-evaluation in terms of conduct, action and relationships.

These items show the need for an interdisciplinary approach in teaching. There is considerable evidence from research studies to show that effective safety teaching cannot be confined to safety content materials. An effective summary of these findings is presented by N. J. Stack who stated that group discussion can be used most effectively in subjects where the objectives are to develop and promote certain behavior patterns, not merely to present factual subject matter. Attitudes and performance, not merely knowledge, are of primary importance. Courses in shop, driver education, health and social studies lend themselves to, and are partially taught, by this technique.

The list of desired outcomes also implies certain efforts and activities which may require a teacher with a wide range of competencies. There are a number of educational and other experiences which contribute to the development of this kind of instructor. Most teachers tend to teach in a manner similar to the way they were taught—in many cases, primarily by lecture. This method does not appear to be the most successful. In preparing safety teachers it is important to demonstrate the ways safety can be most effectively presented.

A brief description of our summer school course might help to indicate some experiences which seem valuable in preparation for teaching safety. This course is planned to provide an informal atmosphere and to give each member a feeling of belonging to the group. Every effort is made to develop a relationship of mutual respect and confidence. All members of the class are encouraged to give information, to raise questions and to disagree on any point. Everyone shares in planning by selecting the general or specific areas of safety to be considered.

A high degree of participation and involvement has been achieved through small group "buzz sessions," general class discussion and group projects. The class groups do a large part of the safety teaching by developing a unique, creative presentation in an area of their choice. The groups are encouraged to experiment by using new or different techniques which they may have lacked the courage to try in other situations. These presentations have included all types of audio-visual materials, panels, role playing, a puppet show, the development of a tape recording in class for future use in other groups, a tape recording made in the field for use in the class, demonstrations at a swimming pool, a school safety committee in action, use of a school bus, a driver education car and a bicycle.

The Delaware Safety Council provides films, printed materials and speakers. These resource people have been representatives of the National Safety Council, the National Commission on Safety Education, Atlantic Refining Co., Bell Telephone Co., state police, highway department, board of education, office of the attorney general and the trucking industry. A wide range of materials in safety, research, education, social psychology, philosophy, and other related areas are used throughout the session.

The U. S. Steel Corp. film entitled "Knowing Is Not Enough" stresses that attitudes and behavior are frequently not consistent with what one knows. It appears to be equally true that "telling is not enough" since knowing may result from being told. Most all of learning comes as the result of activity on the part of the learner and it is probably the one giving information who does the most learning. It is

most essential then for the learner to participate and to become involved.

It is assumed in the summer school course that each student has much to contribute from his own experiences and observations, and that students learn much from other students. The instructor does make contributions, but serves more as a helping member of the group. He interprets theories and principles, raises questions, helps to identify problems, aids students in relating knowing to doing, provides motivation for self appraisal, helps to create an atmosphere for changing behavior and suggests resources and materials.

The methods employed by the instructor are based largely upon principles of learning and instruction, human relations, and the fundamental needs theory of motivation. The overall conduct of the course is founded upon an experience-centered concept relating to safety and is not intended to deal with methods of teaching. Methods are not discussed unless a specific question is raised.

The text book is used as a reference and is recommended reading during the course, but no specific assignments are made. Each member of the class is asked to make a thorough survey and safety check of the home, and to prepare detailed plans for a safety education program in his school situation. The last two weeks are reserved for the group presentations, summary and evaluation.

A questionnaire was sent during March, 1959 to the 21 members who completed the course during the summer of 1958. This was an attempt to obtain, after several months, their opinions of the course. The response was most surprising with 19, or 90.5 per cent, returns. Since the normal expectancy of returns in this type of survey is 10 to 25 per cent, it may be assumed that these individuals had developed a strong feeling of interest and identification with their group. The class included four school nurses, 11 elementary, three physical education, one science and math, one industrial arts, and two driver education teachers.

The questions used in the survey, a summary of the responses, and some of the comments are presented as follows:

1. **Have you enlarged or improved the safety education program in your teaching situation?** *Yes*—16, *No*—1, *Somewhat*—1, *Improved rather than enlarged*—1.

2. **Have you faced any problems in safety that you were unable to solve in a satisfactory manner?** *No*—13, *Yes*—3, *A few*—1, *To some extent*—1, *No answer*—1.

3. **Do you honestly believe that the course has had, or will continue to have, any effect on your safety consciousness and your attitudes toward safe behavior in all of your daily experience?** *Yes*—16, *Yes, very much so*—1, *Definitely*—1, *Definitely more safety conscious—know that my attitude has improved*—1.

4. **Have you changed to any degree your methods of teaching as a result of taking the course last summer.** *Yes*—13, *No*—1, *No answer*—5.

Some additional comments included the following:

"I now spend a great deal more class time on teaching safety as it pertains to physical activities. This is especially true in athletics and apparatus and tumbling activities."

"I was made more safety conscious by the course and have tried to make the children more conscious of safety."

"I have a broader insight and am more conscious about conditions and results."

"Now I have introduced more activities of safety in my health and safety units. I have also more confidence in the information that I give my pupils because of the information gained from the course. I have used several of the films from the safety department."

"Make every effort to instigate initiative and encourage more student participation in all classes."

"I have not done any actual teaching as yet, but I am taking a public health course and one in educational psychology and teaching methods. The course you gave us last summer has helped me to understand methods of teaching much better."

5. **After the passing of several months, are you more or less critical of the way the course was conducted?** *No*—14, No Answer—5. Additional comments regarding this question included the following:

"I thoroughly enjoyed the informal atmosphere and congeniality of fellow teachers and workers."

"In the limited time we were able to get an overview of safety programs in the areas of summer—traffic—home and school safety."

"More convinced than ever it was the ideal way to conduct the course. This idea, with some variation, would improve any course."

"Because every effort was made to make the results helpful. Surely no fields were left for us to have any doubts about."

"I have found that I remember a great deal more from the safety course than I do from my other lecture course."

6. **What suggestions do you now have for making the course more effective in 1959? Some of the suggestions offered were as follows:**

"I would like to see the course remain the same, as I believe that by participating and having to do things myself, I obtained more than in a lecture type class where we draw from the teacher's experiences. It was also stimulating to have a teacher participate in the demonstrations. I would also try to keep the same informality that we had last summer. It gave me the feeling of you as a co-worker rather than that of an instructor."

Some of the kinds of experiences which seem to be desirable in preparation for teaching and supervision of safety have been presented. No effort was made to prescribe the number of credits or to recommend specific courses for a curriculum in safety education. These decisions are the responsibility of committees on curricula and state education department officials in charge of teacher certification●

Flammability of Wearing Apparel

safety education data sheet
number 90

General Data

1. The most frequent victims of clothing fires are children, particularly little girls. The next most frequent victims are elderly people. Clothing fires occur to children playing with matches or cigarette lighters, playing around stoves and heaters, scuffing burning leaves, or getting too close to outdoor fires. Elderly people set their clothes on fire while using stoves carelessly, warming themselves at fireplaces and radiant heaters or falling asleep while smoking.

Examples of Burn Cases

2. The cotton print dress on a 3 year old girl who was whirling in front of a gas heater was ignited. There was no guard in front of the heater. The child died from burns.

3. A veterans' hospital patient who was smoking while watching TV ignited his breast pocket and flames extended over his head.

4. These are only two of a number of burn cases revealed as a result of a jointly sponsored program by the Accident Prevention Committee of the American Academy of Pediatrics and the Wearing Apparel Committee of the National Fire Protection Association. But they are graphic illustrations of the problem.

The Problem

5. There are comparatively few highly combustible materials presently used for wearing apparel. "Torch sweaters" and cowboy suits made of brushed rayon material proved to be very hazardous. However, the number of incidents in which they were involved have been few because of the small amount of the material placed on the market.

6. Lightweight, loose-fitting clothes, ruffles, flounces, kimono-type sleeves, filmy nets and gauze ignite easily. Clothing worn by little girls often pose a fire safety problem because of using these types of materials and the design of the garments. Costumes worn in plays would be included in this category.

7. There also is the question of the combination of various materials. Some ignite easily and burn rapidly while others ignite slowly, but once ignited, burn with a great deal of intensity. When these two combinations are brought together in clothing and catch on fire, very serious burns result.

8. Clothing worn by older girls and women at weddings and parties would burn more readily if in contact with a source of ignition such as a lighted cigarette, match or candle flame. With elderly people, the problem is largely one of lack of coordination in handling equipment used for heating or cooking, as well as carelessness and failure to realize the existence of a fire hazard.

Burning Characteristics of Textiles Used in Wearing Apparel

9. Many people are under the impression that the newer synthetics are much more flammable than the older natural materials of cotton, silk, wool and linen. Rayon is no more flammable than cotton, while all the other synthetics are less flammable and some will hardly burn at all.

turn page

10. Rayon fiber is not a true synthetic, since it is made basically from cellulose. Chemically it does not differ from natural cotton. For this reason, rayon has very much the same burning characteristics as cotton. All the truly synthetic fibers are entirely different from cotton chemically, and their burning characteristics likewise are different.

11. Wool is the least flammable of the natural fibers used to make clothing fabrics. Silk in its natural state is not very flammable, but in many silk fabrics, foreign materials are added in order to give the fabric more body or stiffness. Very often this increases the flammability considerably. For example, there are some sheer silk nets which are very flammable. Fabrics of this type made into fancy formal gowns or wedding veils can, under some conditions, be quite dangerous.

12. Most people are familiar with nylon and acetate. More recently, orlon and dacron have become very widely used. Other synthetics are fortisan, vinyon, dynel, acrilan, vicara, verel, arnel, creslan, saran, and glass. The burning properties of these fibers are as varied as their names. Of those mentioned saran, verel, vinyon and dynel are quite flame resistant and as used in clothing would be reasonably safe under most conditions. Nylon in some forms is relatively flame resistant, while in other cases it might support burning. Acetate, fortisan, orlon, acrilan, vicara and dacron will support combustion and burn continually at varying rates, but none will burn as fast as cotton or rayon.

13. However, besides rate of burning, there is another property in some synthetics which is important. In most cases, when the synthetic fibers are exposed to heat, they will tend to soften. Some will actually melt and form a syrupy liquid, or a sticky, tar-like substance. This property of some fibers can cause more serious burns than fibers which do not become sticky or melting.

To illustrate how complex the problem can be: a person could be wearing clothing made of a synthetic fiber which in itself is reasonably safe because the fabric would not support burning. Yet another garment worn by the same person, perhaps made of cotton or rayon, might catch fire, which would cause the synthetic to melt and possibly cause serious injuries. Since the advent of the synthetic fibers, this very problem has been becoming more and more serious in accidents where people catch their clothing on fire.

14. The same problem can exist where fabrics are made of mixed fibers. Combinations of cotton and synthetic fiber or rayon and synthetic fiber can be quite hazardous. The cotton or rayon portion supports combustion readily, while the synthetic fibers can melt into a hot, sticky, tar-like substance. The result would be severe, deep burns. Extreme caution should be exercised in purchasing fabrics of this type.

Public Education

15. The following factors should be considered when purchasing wearing apparel or fabrics to be made into apparel.

a. *Type of Material*

Tightness of weave and hardness of finish of fabric surface. Cotton fibers can be made into the following fabrics:

(1) very sheer lightweight material such as organdy.

(2) medium weight fabric like denim.

(3) heavy material such as canvas.

(4) napped surface material such as flannel.

All four types have different burning characteristics. Flannel will probably burn more quickly because of the napped surface, but might not present a critical potential hazard because of surface flaming over the nap being of low intensity and no base fabric ignition. Canvas will burn slowly, but once ignited will produce the most heat.

b. *Design*

Bell type sleeves, often on housecoats and worn while cooking, are hazardous near a lighted burner or even an electric plate. Bouffant skirts swing easily into a fire, as do ruffles on skirts. Ruffle trimmed blouses are a hazard for the careless smoker. The elimination of the wide, flaring bottoms of skirts or dresses would make women's clothing much safer against accidental ignition by contact with space or wall heaters. It should be emphasized that the farther the garment is from the wearer's body, the more dangerous it is from the fire standpoint.

c. *Ease of Ignition*

Consider the type of fabric—is it tightly woven, heavy and probably difficult to ignite? Is it loosely woven, filmy and easy to ignite?

d. *Speed of Burning*

Whether a fabric is heavy or light, thought should be given to how fast flame will travel over it once it becomes ignited.

e. *Intensity of Heat Generated*

Both heavy or lightweight fabrics of certain types can burn with great intensity and give off an exceptional amount of heat once ignited.

16. The combination of ease of ignition, speed of burning and intensity of heat generated sometimes has been a factor in serious burn cases. For example, a garment may consist of an outer fabric which would ignite easily and burn rapidly. Alone, this might not cause a serious casualty. However, fire in an outer fabric could ignite a fabric under it. The under fabric might be the type to ignite slowly and burn slowly, but once exposed to flame it would burn with great intensity.

Example:—The outer fabric may be a cotton net or some very sheer material. The under fabric may be synthetic material that burns with great intensity. The outer fabric ignites easily, burns speedily and sets fire to the under fabric. Burning of the under fabric may result in a hot, sticky mass depositing on the body with resultant critical burning of the flesh.

Solution

17. Congress several years ago passed the Flammable Fabrics Act controlling goods in interstate commerce in an effort to protect the public from flammable wearing apparel hazards. Several states have their own laws formulated from the commercial standard on which the Flammable Fabrics Act is based.

18. The National Fire Protection Association has issued a standard for Classification of Wearing Apparel for Relative Flammability:

Class 1. This class shall include all textiles which show a time of flame spread of 20 seconds or more when tested (see Test Results below).

Class 2. This class shall include all textiles which show a time of flame spread of 8 to 19 seconds inclusive.

Class 3. This class shall include all textiles which show a time of flame spread of 3 to 7 seconds inclusive.

Class 4. This class shall include all textiles which show a time of flame spread of less than 3 seconds.

Typical Test Results

19. The sample of cloth is positioned 15 degrees from the vertical which closely approximates the position of a garment while it is being worn.

Material	*Rate of Burning Sec.*
Cotton Chenille	13.6
Cotton Denim	10.5
Cotton Percale	7.2
Cotton Tulle	3.5
Cotton Organdy	3.0
Cotton Flannelette	7.7
Cotton Gingham	6.0
Cotton Plaid	7.2
Brushed Rayon	6.6
Brushed Rayon (Torch Sweater)	1.1
Brushed Rayon	7.6
Rayon Print	6.3
Nylon Net (Tulle)	5.2
Leno Orlon	8.2
Ninon Acetate	5.1
Acetate Taffeta	13.0
Silk Tulle	Very fast
Puritan Organdy	3.3
Marquisette	2.0

Suggested Uses

20. Class 1 or Class 2 fabrics are suggested for use in the manufacture of clothing for children under age 10.

21. Class 1 or Class 2 fabrics are suggested for use in the manufacture of clothing for adults over age 65.

22. Class 1 fabrics are suggested for use in the manufacture of industrial clothing where flammability is a problem.

23. Class 1 or Class 2 fabrics are suggested for use in the manufacture of all clothing designed for patients in institutional care where physical or mental handicaps must be considered.

24. Class 4 fabrics should be avoided in the manufacture of all clothing unless the garment

is marked to indicate its rapid burning characteristics.

25. The above regulations are steps in the right direction, but must be supplemented by education of the public.

26. Added to the fire prevention education included in school and home safety programs should be information on precautions to prevent clothing from catching fire, design factors to consider when making or purchasing clothing, and what to wear on specific occasions.

27. As an example, 80 per cent of American families ate at least one meal a week out-of-doors at their homes during the summer of 1957. Outdoor grills present a fire hazard to would-be chefs unless some forethought is given to type of igniting fluid and clothing worn. Gasoline, kerosene or similar liquids should not be used for starting fires. Special prepared liquids for this purpose may be obtained from local hardware stores, but considerable care must be exercised in their use. Loose shirt sleeves, shirt tails and neckties can easily catch fire.

28. Since carelessness is the principal cause of clothing fires, the following precautions should be outlined in school and home safety programs:

a. *Never* take a chance with fire, no matter what kind of clothing is being worn.

b. Be especially careful when wearing full flowing, fluffy garments of sheer material, chiffon, voile, tulle, net or those with a long nap such as brushed rayon.

c. Dress small children for play in clothes of slow burning material such as denim and of rather plain design. Watch them carefully when dressed in lighter, filmier garments so they will not be exposed to a possible source of ignition such as stoves, unprotected heaters, fires in unscreened fireplaces and outdoor open fires.

d. Watch elderly people with infirmities of poor eyesight, shaky hands, poor balance, tendency to fall asleep in chairs while smoking. They should never be allowed to smoke in bed.

e. Caution baby-sitters regarding the protection of children to keep their clothing from becoming ignited.

f. Instruct all members of the family on what to do if clothing should catch fire. Do not run. If indoors where there are rugs, drop to the floor and roll a rug over yourself. If no rug is available, get whatever heavy article may be handy—a heavy coat or heavy cover of some kind. If outdoors, roll on the ground. Remaining in a standing position allows flame to burn upward over the face. Running fans the flame and accelerates burning. Use of some heavy article wrapped around the body cuts off the oxygen and more quickly extinguishes the fire and keeps the extent of injury to a minimum.

g. People taking part in school, church or club plays or entertainments and wearing costumes made of sheer filmy fabrics should be particularly careful about fire. Several years ago, some little girls in a school play were in a home economics room awaiting their turn on the stage. One child climbed on a chair and lit a burner on a gas stove. Her filmy costume ignited. Flame flashed over the garment. The children panicked. The little girl died of burns. Several of the other children were seriously injured.

There is not an entirely satisfactory, permanent method on the market of treating cotton so that it will not burn when it comes in contact with a flame. However, there are a number of processes which are satisfactory for certain purposes. Water-soluble inorganic salts of boron and ammonia are used alone or in combination for temporary flameproofing. Treatment can be accomplished either by immersion, spraying or brushing. Of the three, the immersion method gives a more uniform distribution and can be incor-

porated with the final rinse in the laundering procedure. Formulas for home application have been published by the National Bureau of Standards, the American Hotel Association and the National Fire Protection Association.

One formula requires a solution consisting of 7 ounces of borax and 3 ounces of boric acid in two quarts of water. It gives the material a somewhat harsh, boardy feel. The second formula produces a 15 per cent solution of ammonium sulfamate. This does not change the soft feel of the fabrics as much as the boric acid-borax. Both of these treatments are fairly resistant to dry cleaning and do not affect the color of the material. The material should be in an absorbent condition for the treatments to be most effective.

h. Instruction should be given to home economics students on the flammability of wearing apparel. Parent Teacher Associations especially should promote community interest to prevent injury and death from clothing fires.

Sources

29. Yockers, Joe P., *Burning Characteristics of Clothing.* State Fire Marshal's Office, Los Angeles, Calif.

30. Lawson, D. I., *The Propagation of Flame Over Textiles.* Fire Research Station, Boreham Wood, Herts, Great Britain.

31. Tentative Standard for *Classification of Wearing Apparel for Relative Flammability* No. 702-T National Fire Protection Association, 60 Batterymarch Street, Boston 10, Mass.

32. Standard for *Flameproofed Textiles* No. 701, National Fire Protection Association, 60 Batterymarch Street, Boston 10, Mass.

This data sheet was written for the National Safety Council by the Committee on Wearing Apparel of the National Fire Protection Association and the American Vocational Association — National Safety Council Joint Committee.

Safety Education Data Sheets available are:

#429.04-		#429.04-		#429.04-	
-19	Alcohol and Traffic Accidents	-52	Highway Driving, Rules, Precautions	-63	School Bus Safety: Educating Pupil Passengers
-78	Amateur Electricians, Safety for	-43	Hiking and Climbing	-73	School Bus Safety: Operating Practices
-26	Animals, Domestic	-41	Home Workshops (Rev.)	-67	School Dramatic Productions
-37	Animals in the Classroom	-42	Horseback Riding	-47	School Fires (Rev.)
-57	Auto Shop (Rev.), Safety in the	-62	Iceboxes and Refrigerators, Hazards of Discarded	-85	School Lunch Room, Safety in the
-66	Baby Sitting	-79	Industrial and Vocational Education Programs, Coordinating Safety in	-40	School Parties
-49	Bathroom Hazards	-70	Kites and Model Airplanes, Safety with	-83	Sheet Metal Shop, Safety in the
- 1	Bicycles	-23	Laboratory Glassware	-17	Sidewalk Vehicles
-18	Camping	- 7	Lifting, Carrying and Lowering	-84	Skiing Safety
-14	Chemicals	-53	Machine Shop (Rev.), Safety in the	-28	Small Craft
-59	Chemistry Laboratory, Safety in the High School	- 2	Matches	-71	Sports: Baseball, Safety in
-86	Cigarette Fire Hazards	-36	Motor-Driven Cycles	-77	Sports: Basketball, Safety in
-80	Counselors and Helpers in Summer Camps	-55	Motor-Vehicle Speed	-72	Sports Football, Safety in
- 6	Cutting Implements	-31	Night Driving	-75	Sports: General Practices, Safety in
-68	"Do It Yourself," Safety in	-16	Nonelectric Household Equipment	-54	Summer Jobs: laborers, home yard, service-station
- 9	Electric Equipment	-82	Office Safety	-45	Summer Jobs—Farm
-87	Electrical Shop, Safety in the	-65	Part-Time Jobs: Food Handling, Safety in	-27	Swimming
-34	Electrical Storms, Safe Conduct in	-13	Passenger Safety in Public Carriers	-15	Tools, Hand
- 5	Falls	-10	Pedestrian Safety	- 4	Toys and Play Equipment
-60	Farm Mechanics Shop (Rev.), Safety in the	-29	Play Areas	-89	Track and Field Events
- 3	Firearms	-69	Playground Apparatus	-33	Traffic Control Devices
-25	Fireworks and Blasting Caps (Rev.)	-74	Playground Surfacing	-48	Unauthorized Play Spaces
-44	Fishing, Hook and Line	- 8	Poisonous Plants (Rev.)	-88	Vision and the Driver
-12	Flammable Liquids in the Home	-35	Poisonous Reptiles	-76	(Bad) Weather Conditions, Safety in
-61	Floors in the Home	-21	Poisons, Solid and Liquid	-39	(Bad) Weather: Hazards, Precautions, Results
-20	Gas, Cooking and Illuminating	-24	Public Assembly, Places of	-90	Wearing Apparel, Flammability of
-50	General Metals Shop, Safety in the	-51	Pupil Excursions, Safety in	-56	Welding and Cutting Safely
-64	Graphic Arts Shop, Safety in the	-38	Railroad Trespassing	-30	Winter Driving
-81	Gun Clubs: Their Organization and Activities	-11	School Buses—Administrative Problems (Rev.)	-32	Winter Sports
-22	Gymnasium (Rev.), Safety in the			-58	Winter Walking (Rev.)
				-46	Wood Shop, Safety in the

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forum-in-print

Practice

Should actual practice in night driving be a part of a high school driver education course? Considering both the benefits and difficulties of such teaching, these safety leaders discuss this often-controversial question.

?

Richard G. Boyer, coordinator of driver education, Evanston Township High School, Ill.

IS THE teaching of night driving a necessity? Accident experience shows approximately 50 per cent of fatal accidents occur at night. This means that a greater number of fatalities occur when the smallest percentage of drivers are on the roads. To the driver education instructor this is important because of the increased use of the automobile, by young drivers, either in social or economic pursuits. If driver education is designed to meet the critical needs of students, night driving must be considered an integral part of behind-the-wheel training.

The young driver must be made aware of such night driving factors as: decreased visibility, glare, increased roadway hazards, and the danger of overdriving the headlights. As these topics are considered in classroom instruction, they should become a part of the driving procedure.

The most pronounced difficulties in providing this training are scheduling and instruction. Student participation could be on a voluntary basis. Additional financial compensation or reduced daytime class schedule should be considered for the instructor.

The problem is well defined. An increasing proportion of fatal accidents are occurring at night. Driver education must accept the challenge and provide programs to remedy the situation.

Joseph M. Nelson, supervisor of driver education, State Department of Education, Salem, Ore.

IF WE were to assume an *ideal* driver education program, the question would best be answered affirmatively. However, the greatest present need in driver education is to be practical. Before asking for more time and money for improvement, we must first learn to do the best possible job within the existing framework.

We cannot hope to turn out finished products in six to eight hours of practice driving. It follows, then, that some of the skills, e.g. night driving, must be omitted if we are to avoid spreading the content of this phase of the program too thinly. Too, the growing trend toward restricted (daylight hours) initial operators' licenses would suggest a relatively low priority for night practice driving instruction.

Scheduling difficulties are another deterrent to the addition of night practice at this time.

in Night Driving?

When the seven or eight period day has gained general acceptance, night sessions will be accepted more readily because the problem of daytime scheduling will have been eased.

Since night classes will inevitably represent an additional program cost, it would seem far better to seek improvement through ways which will reduce, rather than increase, the cost of this course. Efficient use of simulators and driving ranges in large school systems, and plans for the sharing of teachers and cars among small districts, show promise in this regard.

Richard W. Jones, safety director, Keokuk High School and Community College, Keokuk, Iowa.

ACCIDENT statistics constantly show that night driving is far more hazardous than driving during the day.

Since Keokuk Senior High School has pioneered in this vitally necessary phase of our students' education, we feel that the state and national recognition our program has received has been a prime factor in the reduction of night accidents among the driver education students of our community. Undoubtedly the enlightened guidance of these more experienced students has exerted considerable influence upon the consciousness of their parents, friends and to some extent, the community.

More than 99 and one-half per cent of the parents have given their whole-hearted support and written consent to our night driver education program. Parents apparently realize that this activity enables the participating student to enrich his basic driving experience and to become more skillful in coping with the unique problems and hazards of driving after dark.

Russell I. Brown, president, Insurance Institute for Highway Safety, Washington, D. C.

I AM not strongly in favor of night driving practice for the following reasons:

1. There is already little enough opportunity in the typical driver education course to cover basic training or adequately attend to the all-important area of attitude development.

2. I feel we must think of driver education as a preparatory course giving students a sound basis for correct learning from later experience. It is not a course in which we can produce a completely finished driver.

3. The teacher responsible for giving night driving instruction would almost inevitably be at a disadvantage. He would be in a situation in which incidents could be misinterpreted by the community.

4. The mechanics of day and night driving are not different from one another. The attitude required for safe driving at night is no different from that required for safety during the day.

In general I feel emphasis on night driving practice might further limit teaching of basics, the development of proper attitudes, needlessly endanger the teacher and be, in effect, a duplication of day driving practice.

I would prefer to see greater emphasis placed on the formation of attitudes that will guide the student whether he is driving during the day or night. I feel the emphasis on night driving experience should be limited to stress in the classroom on the limitations of visibility at night.

turn page

D. A. Weaver, professor, Public Safety Institute, Purdue University, Lafayette, Ind.

THE hazards of night driving and the techniques to cope with them should be strongly emphasized in driver education. I doubt however, that actual practice in night driving is the best use of the teachers' talents. The instructor, regrettably, cannot give practice in all types of specific hazards. Practice sessions must be limited and must be selected (1) to achieve control of the vehicle; and, (2) to reinforce the safety and social attitudes which are the enduring results of driver education.

These aims can more feasibly be achieved in practice sessions that do not pose the problems of night practice. Well achieved and reinforced with education on night hazards, the student will be prepared to approach night driving with caution and with attitudes receptive to acquiring night skills.

Instead of struggling with the administrative problems of trying to give night practice, the instructor might better struggle to improve his teaching to achieve the utmost in developing desirable attitudes. He might better seek improvement in his capacity to cultivate the maturity and responsibility of his students. No other course offers such opportunities in a context so eagerly sought by students, in a context making for eager receptivity. It is a pity to divert this eager receptivity to practice of a detail, important though that detail may be.

Book Review: *Accidents and Attitudes*

Accidents and Attitudes, by Dr. Leon Brody, from *Basic Aspects and Applications of the Psychology of Safety;* Center for Safety Education, New York University, 1959.

The early part of this work is simply a review of existing research, commonly known by those interested in attitude development and measurement.

If we look upon education as the process of changing the behavior of individuals as represented by their attitudes, appreciations, understandings, habits and skills, then Dr. Brody has presented a very excellent statement of the attitude development needs in safety activity. These needs may be found in and listed from the research findings in the field. They provide worthy objectives for all those involved in traffic safety activities and should be kept constantly in mind. Too many traffic safety activities ignore some or all of these objectives.

Logic, preaching and humor, as methods for achieving desired objectives are tossed out the window, as they should be. "To do a thing well is to do it safely" fits in with the accepted function of the school, "to teach students to do better those desirable things in life they will do anyway."

Brody arrives at the conclusion that "group processes"—in particular, group discussion, group discussion—decision, and role playing—"may be the most effective means for developing or modifying attitudes and behavior." And rightly so, I believe. But my belief is that the use of such methods by other than highly skilled operators can boomerang. Brody does not caution against this as strongly as he should. Much glib recommendation is made of this method by those who are entirely inexperienced in its use—and I fear, disaster has fallen upon many a teacher who has attempted to follow such recommendation.

Personal involvement as the key to effective educative activity can be achieved by other than regular group processes. Brody does not mention driver education (the practice driving phase) as illlustrative of this personal involvement. And this factor is what makes driver education the most effective tool the teacher could ask for in changing behavior and developing desirable attitudes.

Brody all but rules out the "fear approach" as a method and quotes "Dread of having an accident is just the frame of mind likely to involve one. . . ." But he also quotes Dr. Douglas Kelley, "The threat of effective punishment is of great value in traffic violations," without reconciling the two points of view.

It is unfortunate that Brody did not elaborate upon his statement that "intelligent enforcement may have educational value," in relation to his discussion on the place of discipline. Nor does he submit *practical* suggestions for the remedial activitiy necessary to counteract "the real cause of the difficulty—that he is not being required to behave properly and probably never was required to do so through childhood and adolescence." He does refer to application in relation to schizophrenics and juvenile delinquents.

Fortunately, Brody does comment briefly on the "school safety court" and the "point system" as examples of applying discipline to change behavior and develop desired attitudes. But we have much opinion and no research on either the operational principles or the effectiveness of the school safety court. And we have much opinion and neither *significant* nor *conclusive* evidence of the salutary effect of advisory letters, interviews or hearings resulting from the operation of the point system. Before we can expect a "major break through," as Brody suggests, we must have research to guide and direct our efforts in these and other areas.

Dr. F. R. Noffsinger
Northwestern University
Traffic Institute

1959 National School Safety Honor Roll

Total number of Honor Roll schools 5,060
Number of first year schools 1,111
Number of drop-outs 761
State with most schools on Honor Roll . Pennsylvania
State, second highest . . . . . Connecticut
State, third highest . . . . . California
City with most schools on Honor Roll . . . Philadelphia
City, second highest . . . . . Pittsburgh

15 YEAR SCHOOLS

Alabama, Hueytown
- Hueytown Elementary

California, Alameda
- Alameda High School
- John Muir School
- Lincoln School
- Porter School

Minnesota, Hibbing
- Hibbing Public School

New York, Larchmont
- Chatsworth Avenue School

Wisconsin, Green Bay
- Green Bay School of Vocational & Adult Education

14 YEAR SCHOOLS

California, Alameda
- Edison
- Franklin
- Haight
- Longfellow
- W. G. Paden Elementary

Connecticut, Greenwich
- Glenville
- North Mianus

Illinois, Elmhurst
- Lincoln Elementary

Pennsylvania, Philadelphia
- John M. Patterson

Tennessee, Oak Ridge
- Cedar Hill
- Elm Grove
- Highland View
- Jefferson Jr. High
- Pine Valley
- Scarboro
- Willow Brook
- Woodland

Alabama

BESSEMER
8 Raimund
BIRMINGHAM
5 Baker
2 Fairview Elem.
4 Graymont
5 Lakeview
FAIRFAX
5 Fairfax
FAIRFIELD
4 Fairfield Indus. High
GADSDEN
*10 J. S. Jones
HUEYTOWN
*15 Hueytown Elem.
1 North Highland
JACKSONVILLE
*10 Elem. Lab.
LANETT
4 Huguley
4 Lanett Elem.
4 Lanett High
LANGDALE
4 LaFayette Lanier
MOBILE
4 Washington Jr. High
2 South Brookley
2 Westlawn
MONTGOMERY
5 Forest Ave. Elem.
4 Highland Gardens
4 W. R. Harrison
PRICHARD
2 Blount High
RIVER VIEW
4 River View Public
SHAWMUT
4 Shawmut
SYLACAUGA
5 Main Ave.
THEODORE
2 Dawes-Union Jr. High
TOWN CREEK
5 Hazelwood
WAGARVILLE
1 Wagarville
WILMER
2 Tanner-Williams

Arabia

DHAHRAN, SAUDI
2 Abqaia Sr. Staff
2 Dhahran Sr. Staff
RAS TANURA, SAUDI
2 Ras Tanura Sr. Staff

Arizona

AJO
8 Ajo Elem.
GLENDALE
2 G. L. Downs
2 J. F. Long
PHOENIX
2 Cartwright Elem.
2 Creighton
2 Garfield
2 Lafayette
2 Loma Linda
2 Monte Vista
2 Papago
2 Squaw Peak
2 W. T. Machan
TUCSON
2 C. E. Rose

Arkansas

LITTLE ROCK
2 B. T. Washington
1 B. Franklin
2 Capital Hill
2 Carver Elem.
1 Centennial
2 C. E. Stephens
2 Dunbar Jr. High
1 E. Side Jr. High
2 Fair Park
2 Forest Hts. Jr. High
1 Forest Park
2 Garland
1 Gibbs Elem.
2 Granite Mt.
1 H. Bale Elem.
1 J. Mitchell
2 J. E. Bush
1 Kramer
1 Oakhurst Elem.
1 Pfeifer Elem.
1 Pulaski Hts. Elem.
1 Pulaski Hts. Jr. High
2 R. H. Parham
1 Rightsell Elem.
1 R. E. Lee
1 S.-W. Jr. High
2 S. Jackson
2 T. Jefferson Elem.
2 W. Side Jr. High
1 Williams
2 Wilson
1 Woodruff

California

ALAMEDA
*15 Alameda High
*14 Edison
7 Encinal High
8 Frank Otis Elem.
*14 Franklin
*14 Haight
*15 J. Muir
*15 Lincoln
*14 Longfellow
8 Mastick Primary
*15 Porter
4 St. Joseph's Gram.
*14 W. G. Paden Elem.
9 Woodstock
ALBANY
1 MacGregor
ANAHEIM
2 A. Lincoln
2 A. Price
2 B. Franklin
2 C. Barton
2 G. Washington
2 J. Madison
2 Katella
2 M. A. Gauer
2 Palm Lane
1 P. Henry
1 Sunkist
2 T. Roosevelt
2 T. A. Edison
2 T. Jefferson
2 J. Marshall
ARMONA
2 Armona Union Elem.
AVENAL
2 Avenal Elem.
1 Avenal High
BENTON
4 Benton Elem.
N. BERKELEY
4 Berkeley High
1 Burbank Jr. High
1 Columbus Elem.
1 Cragmont
5 Emerson Elem.
1 Garfield Jr. High
1 Hillside
1 Hillside Primary
1 Jefferson
1 J. Muir
*10 Kensington Elem.
1 LeConte Elem.
1 Lincoln
1 Oxford Elem.
1 St. Joseph Elem.
1 Thousand Oaks
1 Washington Elem.
1 Whittier-Univ. Elem.
1 Willard Jr. High
CAMINO
1 Camino Union Elem.
CASTRO VALLEY
5 A. B. Morris
1 Castro Valley Elem.
3 Clifton
3 Marshall
1 Proctor
3 Sydney
3 Vannoy
CLAYTON
4 Mt. Diablo Elem.
COMPTON
3 El Segundo
CONCORD
3 Clayton Valley Elem.
1 Clayton Valley High
3 Concord Elem.
4 Crawford Village Elem.
1 Hillcrest Elem.
2 Monte Gardens Elem.
1 Mt. Diablo High
1 Westwood
3 Ygnacio Valley
CORCORAN
2 Bret Harte
2 Corcoran High
2 J. C. Fremont
2 J. Muir
2 M. Twain
CUTLER
1 Lovell Elem.
DECOTO
4 Decoto Elem.
3 Hillview Crest
EL CAJON
2 El Cajon Valley High
EL CERRITO
4 Cameron
*10 Castro Elem.
2 Del Marr
9 El Cerrito Sr. High
5 El Monte Elem.
*10 Fairmont Elem.
*10 Harding Elem.
3 Madera Elem.
*10 Mira Vista Annex Elem.
8 Portola Jr. High
2 St. Jerome's
1 St. John's
EL SOBRANTE
1 M. A. Murphy
2 Olinda
2 Sheldon Elem.
EMERYVILLE
1 Anna Yates Elem.
1 Emery High
1 R. S. Hawley
FREMONT
4 A. G. Norris
5 Centerville Elem.
3 Glenmoor Elem.
GLEN ELLYN
7 Dunbar Union Elem.
GLENDALE
*10 Balboa
1 Franklin Elem.
1 H. Mann Elem.
1 M. Keppel
1 T. Jefferson
HANFORD
1 Delta View
3 Union High
3 J. Monroe
3 Jefferson Elem.
3 Lakeside Union Elem.
3 L. Richmond
2 Lincoln Elem.
1 Pioneer Union Elem.
3 T. McCarthy
2 W. Wilson
HAYWARD
5 B. Harte
1 Calaroga
3 E. Markham
3 Hillcrest
5 Longwood
1 Moheland
1 P. Ceia Elem.
1 Tyrrell
HINKLEY
1 Hinkley Union Elem.
1 Ivanhoe Union
KETTLEMAN CITY
2 Kettleman City
LaCRESCENTA
1 Dunsmore Elem.
LEMOORE
2 Lemoore Elem.
LOCKEFORD
4 Lockeford Elem.
LODI
1 Garfield Elem.
3 L. Nichols
3 Lincoln Elem.
MADERA
2 G. Washington Elem.
MILLBRAE
1 Mills High
MODESTO
4 B. Harte Elem.
4 Burbank Elem.
4 El Vista Elem.
3 E. Beard
4 Enslen
4 Fairview Elem.
4 Franklin Elem.
4 J. Marshall
4 J. C. Fremont
4 J. Muir Elem.
4 J. Sutter Elem.
3 La Loma
4 Lincoln Elem.
4 M. Twain Jr. High
4 O. Wright Elem.
4 Roosevelt
4 Shackelford Elem.
1 T. Downey High
4 Tuolumne Elem.
4 Washington
2 Washington Crippled Children's
4 W. H. Garrison Elem.
4 Wilson Elem.
MT. EDEN
1 T. N. Brenkwitz
MOUNTAIN VIEW
5 I. N. Graham
NEWARK
2 M. D. Silva Inter.
OAKLAND
3 A. Hamilton Jr. High
6 Allendale Elem.
5 A. Chabot
5 Bella Vista
4 B. Harte Jr. High
6 Brookfield Elem.
6 Burckhalter Elem.
5 Castlemont High
6 Claremont Jr. High
6 Clawson Elem.
6 Cleveland Elem.
5 Cole Elem.
5 Crocker Highlands
5 D. Webster
4 Dewey Elem.
2 Durant
5 E. M. Cox
6 Edison Elem.
6 E. Markham Elem.
5 E. Sherman
5 Elmhurst Jr. High
6 Emerson Elem.
5 Franklin
6 Fremont Sr. High
5 Frick Jr. High
5 Fruitvale
6 Garfield Elem.
5 Glenview
1 Golden Gate
6 Grant Elem.
6 Grass Valley Elem.
5 Harbor Homes
5 Havenscourt Jr. High
5 Hawthorne
5 Highland
4 High St. Homes
5 Hillcrest
5 Hoover Jr. High
6 H. Mann Elem.
5 Jefferson
5 J. Miller
5 J. Swett

The number preceding the name of the school stands for the number of years of participation in the Honor Roll.

*Indicates schools which have been on the Honor Roll 10 years or more.

6 Lafayette
5 Lakeview
5 Laurel
2 Lazear
6 Lincoln Elem.
5 Lockwood
6 Longfellow Elem.
5 Lowell Jr. High
5 L. Burbank
5 Manzanita
5 Maxwell Park
5 McChesney Jr. High
5 McClymonds High
5 McFeely
6 Melrose Elem.
5 Montclair
5 Oakland High
6 Oakland Tech. High
6 Parker
5 Peralta
6 Piedmont Ave. Elem.
6 Prescott Elem.
6 Redwood Hts. Elem.
6 Rockridge Elem.
5 Roosevelt
1 St. Lawrence O'Toole
5 Santa Fe Elem.
4 Sequoia Elem.
4 Sheffield Village
3 Sobrante Park
4 Stonehurst
1 Thornhill
6 Toler Hts. Elem.
5 Tompkins
5 Washington Elem.
5 Westlake Jr. High
5 Whittier Elem.
5 Willow Manor
5 Wilson Jr. High

PACHECO
2 Pacheco Elem.

PALO ALTO
2 Addison Elem.
2 De Anza Elem.

PIEDMONT
5 E. W. Beach
5 F. C. Havens
5 Wildwood Elem.

PITTSBURG
1 Riverview Inter.
3 Shore Acres

PLEASANT HILL
2 Diablo Vista Elem.
3 Gregory Gardens Elem.
4 Oak Park Elem.
3 Pleasant Hill
3 Pleasant Hill Inter.

PORTERVILLE
1 Bartlett Jr. High
1 Olive St.
1 Porterville Union High Sch. & Col.
1 Roche Ave.
1 Rockford Elem.
1 W. Putnam Elem.

RESEDA
4 Sequoia Jr. High

RICHMOND
*10 Alvarado Elem.
6 Balboa Elem.
*10 Belding Elem.
6 Coronado Elem.
6 Cortez Elem.
4 De Anza High
*10 Ells High
9 Ford Elem.
5 Gompers Sr. High
4 Granada Jr. High
*10 Grant Elem.
*10 Lincoln Elem.
*10 Mira Vista Elem.
*10 Nystrom Elem.
*10 Peres Elem.
*10 Pullman
8 Richmond Union High
*10 Roosevelt Jr. High
5 Serra Elem.
*10 Stege Elem.
1 Verde Elem.
*10 Washington Elem.
*10 W. Wilson Elem.
2 Woods Elem.

RIPON
2 Ripon Elem.

SAN DIEGO
2 L. M. Alcott
2 Point Loma High

SAN LEANDRO
4 Bancroft Jr. High
1 G. Cleveland
5 J. A. Garfield
1 J. Madison Elem.
1 J. Monroe
1 J. Muir Jr. High
5 McKinley Elem.
4 Roosevelt
3 St. Leander's
1 San Leandro High
5 Washington
1 W. Wilson

SAN LORENZO
1 Argonne
2 Arroyo High
4 Ashland
1 Barrett Sr. Elem.
4 Bay
6 Bohannon
2 Colonial Acres
5 Corvallis
6 D. E. Martin
5 Dayton
4 Del Rey Elem.
7 Edendale
4 El Portal
5 Fairmont
3 Fairmont Terr.
4 Grant
2 Hesperian
3 Hillside
4 Lewelling
4 Linda Vista
6 Lorenzo Manor
2 Russell
4 Sunset
9 Village
5 Wash. Manor

SAN MATEO
2 Beresford Park
1 Borel
2 Buena Vista
2 College Park
2 G. W. Hall
2 Hayward Park
2 Laurel
2 Lawrence
2 Meadow Hts.
2 Peninsular
2 San Mateo Park
2 Turnbull Elem.

SAN PABLO
2 Dover
9 Downer Jr. High
8 Helms Jr. High
1 Mountalvin Manor
4 Rancho Elem.
5 Riverside Elem.

STOCKTON
3 A. A. Stagg Sr. High
5 August
2 Colonial Hts. Elem.
5 D. Webster Jr. High
5 Edison High
5 El Dorado
5 Elmwood Elem.
5 Fair Oaks
5 Franklin Sr. High
3 Fremont Jr. High
5 Garfield
5 G. Washington
5 Grant
5 G. Cleveland
5 Harrison
5 Hazelton
5 H. Hoover
2 Jackson Elem.
5 Jefferson
5 J. Adams
3 J. Marshall Jr. High
1 J. R. Williams Elem.
5 J. Tyler
5 Lafayette
5 Lincoln City
2 Lincoln Elem.
2 Lincoln High
2 Lincoln Sr. Elem.
5 Lottie Grunsky
5 Madison
5 M. Van Buren
5 McKinley
3 M. Fillmore
5 Monroe
1 Munford
5 Roosevelt
5 St. Gertrude
3 St. Mary's Assumption
5 Schneider Vocat. High
5 Stockton Col.
5 Stockton Jr. High
1 T. C. Knoles Elem.
5 Victory
2 Village Oaks
5 W. H. Taft
5 W. Wilson
2 Z. Taylor

STRATFORD
1 Stratford Elem.

STRATHMORE
1 Strathmore

TULARE
1 Lincoln

VISALIA
1 C. Barnett
1 Crowley
1 Divisadero
1 Green Acres
1 Highland
1 Houston
1 Mt. Whitney High
1 Outside Creek
1 Redwood High
1 Sierra Vista
1 Veva Blunt

WALNUT CREEK
7 Buena Vista
1 Indian Valley
7 Parkmead Upper Grade
7 Walnut Hts.

WOODLAKE
1 Woodlake Union Elem.
1 Woodlake Union High

Canal Zone

ANCON
4 Ancon Elem.

BALBOA
4 Balboa Annex
4 Balboa Jr. High

BALBOA HEIGHTS
4 Balboa Elem.
4 Balboa High

COCO SOLO
4 Coco Solo

CRISTOBAL
4 Cristobal Jr.-Sr. High

DIABLO
4 Diablo Elem.

FT. KOBBE
4 Ft. Kobbe

GAMBOA
4 Gamboa Elem.
4 Santa Cruz

GATUN
4 Gatun Elem.

MARGARITA
4 S. Margarita

PARAISO
4 Paraiso Elem. Jr. High
4 Paraiso High

PEDRO MIGUEL
4 P. Miguel Elem.

RODMAN
4 Cocoli Elem.

Colorado

BOULDER
2 Columbine Elem.

GRAND JUNCTION
4 Emerson Sch.

LAKEWOOD
3 Lakewood Jr. High

PUEBLO
2 Spann Elem.

ROCKY FORD
2 Jefferson Jr. High
2 Lincoln Elem.
4 Rocky Ford High

Connecticut

ANDOVER
3 Andover Elem.

AVON
1 Avon High
3 Huckleberry Hill

BALTIC
3 Sayles Elem.

BERLIN
1 E. H. Willard

BETHANY
2 Bethany Community

BLOOMFIELD
3 Blue Hills
3 Center
2 J. P. Vincent
3 Park Ave.
2 Wintonbury

BOLTON
4 Bolton Elem.

BRANFORD
3 Branford Hills
1 Canoe Brook
1 Branford Jr. High
5 Laurel St.
6 New Indian Neck
1 Pine Orchard

BRIDGEPORT
2 Barnum
2 Black Rock
1 Bryant
4 Lincoln
1 Prospect
2 Read

BRISTOL
2 C. A. Bingham
1 Farmington Ave.
3 T. H. Patterson

BYRAM
6 New Lebanon

CHAPLIN
1 Chaplin Elem.

CLINTON
1 Clinton Gram.

COLUMBIA
3 H. W. Porter

CORNWALL
2 Cornwall Con.

COS COB
8 Cos Cob

DANBURY
1 Locust Ave.

DANIELSON
4 Killingly High

DARIEN
2 Baker

DAYVILLE
1 Killingly Central

DEEP RIVER
3 Deep River Elem.

DERBY
2 New Irving

DEVON
3 Devon Gram.
2 Lenox Ave.

EAST HARTFORD
2 A. E. Norris
3 Burnside
3 Center
2 E. Hartford High
3 G. E. Slye
4 Hockanum Elem.
3 J. J. McCartin
3 J. O. Goodwin
2 Little Red-Mayberry Community
5 Meadow
2 P. S. Barnes
1 Second North
4 Silver Lane
2 S. Gram.
3 Sunset Ridge
3 Willowbrook Park
3 Woodland

EAST HAVEN
3 Deer Run
2 E. Haven Jr. High
3 Highland
2 Laurel
3 Momauguin
5 Overbrook
3 Tuttle
3 Union
3 W. E. Gillis

EAST NORWALK
2 Fitch
4 Marvin
4 R. Ludlow Elem.

EAST WINDSOR
4 Broad Brook

EASTFORD
2 Eastford Elem.

EASTON
3 Samuel Staples

ELLINGTON
2 Center

FAIRFIELD
5 Fairfield Woods
1 Grasmere
1 Holland Hill
3 McKinley
1 Mill Hill
1 Mill Plain
1 N. Hale
4 R. Sherman
1 T. Dwight
1 Washington

FARMINGTON
4 N. Wallace

FORESTVILLE
2 S. E. Reynolds
GLASTONBURY
2 Academy
4 Buttonball Lane
4 Eastbury
4 Glastonbury High
1 Hebron Ave.
4 High St.
4 Naubuc
GOSHEN
3 Goshen Center
GRANBY
1 Granby Memorial High
GREENWICH
5 Byram
*14 Glenville
4 Hamilton Ave.
9 Julian Curtiss
*14 N. Mianus
6 North St.
4 Eastern Jr. High
7 Riverside
GROTON
2 Eastern Point
GUILFORD
3 Calvin Leete
3 Church St.
1 Guilford High
2 Guilford Lakes Elem.
3 M. Jones
HAMDEN
4 A. Peck
4 Centerville Elem.
4 Church St.
4 Dunbar Hill
3 Hamden High
4 Helen St.
4 M. L. Keefe
3 M. J. Whalen Jr. High
5 Mt. Carmel
3 Newhall St.
6 Putnam Ave.
1 Sleeping Giant Jr. High
5 Spring Glen
4 State St.
HARTFORD
2 Burr Jr. High
2 C. A. Barbour
4 E. B. Kennelly
3 Hartford Pub. High
3 Jones-Northwest
1 L. W. Batchelder
3 M. M. Hooker
2 M. D. Fox
2 Moylan-Wilson
5 New Park Ave.
3 N. Webster
2 R. J. Kinsella
5 W. Middle
JEWETT CITY
1 Griswold High
KENSINGTON
1 J. G. Percival
KENT
4 Kent Center
LAKEVILLE
4 Salisbury Central
LEBANON
1 Lebanon Elem.
LEDYARD
1 Ledyard Center
MADISON
1 Copse Road
3 Hand High
MANCHESTER
4 Bowers
2 Buckley
3 Highland Park
1 Keeney St.
3 Manchester Green
3 Robertson
4 Verplanck
5 Waddell
MERIDEN
3 B. Franklin
1 E. Whitney
3 I. Putnam
3 J. Barry
3 J. Trumbull
3 N. Hale
3 R. Sherman
3 S. Huntington
MIDDLEBURY
1 M. I. Johnson
1 Shepardson
MIDDLETOWN
3 B. Spencer
3 Eckersley Hall
4 Farm Hill
4 Wilbert Snow
1 W. Wilson Jr. High
MILFORD
4 Calf Pen Meadow
5 Central Gram.
3 Fort Trumbull
4 Kay Ave.
4 Meadowside
4 Orange Ave.
4 Point Beach
4 Pumpkin Delight
2 Seabreeze
4 Walnut Beach
3 W. Main St.
2 Woodmont
MOOSUP
3 Moosup Gram.
NAUGATUCK
4 Central Ave.
4 Cross St.
4 Hop Brook
4 Naugatuck High
4 Prospect St. Elem.
4 Salem
4 Western
NEW BRITAIN
5 B. Franklin
9 Camp
5 Central Jr. High
5 Chamberlain
5 E. Burritt
4 Holy Cross
5 I. Putnam
5 Lincoln
5 Mary Immaculate Acad.
5 N. Hale Jr. High
5 Northend
2 R. J. Vance
5 Roosevelt Jr. High
3 Sacred Heart
4 St. Matthew's Lutheran
4 St. Maurice Jr. High
5 Sr. High
5 Smalley
5 Smith
3 Slater Rd.
5 Stanley
3 S. Holmes
3 T. Jefferson
5 Washington Jr. High
NEW CANAAN
3 Center
3 South
1 St. Aloysius Parochial
NEW HAVEN
4 A. Lincoln
5 Barnard
3 Bassett Jr. High
6 B. Jepson Elem.
6 Betsy Ross
6 Clinton Ave.
5 Columbus
5 Davis St.
4 Dwight
5 Edgewood Ave.
5 Edwards St.
5 Ezekiel Cheever
5 Fair Haven Jr. High
6 H. H. Strong
5 Hamilton St.
3 Highland Hts.
5 Horace Day
6 Ivy St.
3 J. Hillhouse High
3 J. I. Scranton
4 K. A. Brennan
4 Kimberly Ave.
6 L. Wheeler Beecher
5 Lloyd St.
3 Lovell
5 Morris Cove
4 N. Hale
5 Prince St.
*13 Sheridan Jr. High
5 S. E. Baldwin
3 Skinner
7 Troup Jr. High
3 Truman
3 Welch
3 W. Hills
3 W. L. Cross High
5 Winchester Elem.
5 Woodward
3 Woolsey
5 W. Hooker
NEW LONDON
2 Bulkeley Jr. High
2 C. B. Jennings
2 F. W. Edgerton
2 Harbor
2 Nameaug
2 New London High
2 Saltonstall
2 Waller
2 Winthrop
NEWTON
3 Hawley
NORTH BRANFORD
2 J. Harrison
NORTH CANAAN
4 N. Canaan Elem.
N. GROSVENORDALE
4 Tourtellotte Memorial High
NORTH HAVEN
4 Center Elem.
5 Montowese
2 N. Haven High
1 Ridge Rd. Elem.
4 Temple St.
NORWALK
4 Broad River
1 Columbus-Lincoln
4 Jefferson
4 Kendall
1 Ponus Ridge Jr. High
NORWICH
3 J. B. Stanton
OAKVILLE
3 Falls Ave.
3 G. Swift Jr. High
3 South
OLD GREENWICH
*10 Old Greenwich
OLD SAYBROOK
3 Old Saybrook Elem.
ONECO
1 Oneco
ORANGE
3 High Plains
3 M. L. Tracy
PAWCATUCK
2 West Broad St.
PLAINVILLE
2 F. T. Wheeler
2 Linden St.
1 Plainfield Gram.
PLYMOUTH
4 Plymouth Center
POQUONOCK
4 Poquonock Elem.
POQUONOCK BRIDGE
4 Poquonock Bridge
PORTLAND
2 Central Elem.
ROCKY HILL
3 Center
3 Dr. Oran A. Moser
1 M. H. Stevens
1 West
ROCKVILLE
3 Maple St.
5 Northeast
ROGERS
4 Goodyear Elem.
ROWAYTON
1 Rowayton
SANDY HOOK
2 Sandy Hook Elem.
SEYMOUR
4 Bungay
4 Center
4 Maple St.
SHARON
4 Sharon Center
SOMERSVILLE
1 Somersville
SOUTH MERIDEN
3 Hanover
SOUTH NORWALK
3 Brookside
4 Washington
4 West Ave.
SOUTH WINDSOR
1 Pleasant Valley
SOUTHBURY
3 Southbury Con.
SOUTHINGTON
2 Holcomb Elem.
1 Milldale
2 William Hatton
1 W. M. Strong
SOUTHPORT
1 Pequot
SPRINGDALE
4 Springdale
STAFFORD
3 Borough Elem.
3 Pinney
STAFFORD SPRINGS
1 Ashford Elem.
2 Stafford High
3 W. Stafford Elem.
STAFFORDVILLE
3 Staffordville
STAMFORD
5 Belltown
2 Burdick Jr. High
4 Cloonan Jr. High
4 Dolan Jr. High
4 Franklin
4 Hart
4 J. J. Ryle
4 J. A. Stark
5 K. T. Murphy
3 M. W. Hoyt
4 Newfield
4 Rice
4 Rogers
4 Roxbury Elem.
3 Stamford High
4 Stevens
4 Westover
4 Willard
STERLING
2 Sterling Center
STRATFORD
4 Stony Brook
TERRYVILLE
4 E. Main St.
4 Prospect St.
4 Terryville High
THOMASTON
4 Grove St.
THOMPSON
4 Fabyan
4 Mechanicsville
4 W. Thompson
4 Wilsonville
THOMPSONVILLE
1 Enfield High
TOLLAND
3 Ratcliffe Hicks Memorial
TORRINGTON
3 Burrville
4 East
2 East Pearl
4 Forbes
4 Migeon
4 North
4 Riverside
4 South
4 Southeast
4 Southwest
4 Torringford
4 Torrington High
TRUMBULL
4 Booth Hill
4 Edison
5 Long Hill
1 Nichols
4 Park Lane
4 Trumbull Center
UNCASVILLE
1 Uncasville
UNION
2 Union Elem.
UNIONVILLE
1 Farmington High
4 Union Elem.
VERNON
1 Vernon Elem.
WALLINGFORD
4 M. Y. Beach
3 Parker Farms
3 Washington St.
WAPPING
1 Wapping Elem.
WAREHOUSE POINT
2 Warehouse Point
WATERBURY
4 Driggs
4 W. Wilson
WATERFORD
1 Clark Lane Jr. High
1 Southwest
WATERTOWN
3 Baldwin
3 F. W. Judson
3 Polk
3 Watertown High
WAUREGAN
2 Wauregan
WEST HARTFORD
5 Charter Oak
1 E. W. Morley
1 Elmwood

1 E. G. Norfeldt
1 H. A. Wolcott
3 J. Talcott Jr. High
4 King Philip
3 L. H. Bugbee
4 W. Hill
1 Whitman

WEST HAVEN
3 A. E. Pagels
5 C. E. Thompson Elem.
5 Colonial Park
1 E. C. Stiles
3 E. E. Mackrille
1 H. M. Bailey Jr. High
4 Lincoln
3 Noble
3 S. G. Haley
4 Washington

WEST SUFFIELD
1 W. Suffield

WILSON
3 R. Wolcott

WINDSOR
3 Clover St. Elem.
3 H. S. Hayden
3 J. Fitch
2 Windsor High

WINSTED
4 Green Woods
3 Hinsdale
3 I. M. Pearson

WOLCOTT
2 A. Lewis
4 A. B. Alcott
3 Frisbie
3 Woodtick

WOODBURY
2 Woodbury Pub.

Delaware

WILMINGTON
1 C. B. Lore
1 M. C. I. Williams

Florida

ALTURAS
4 Alturas Elem.

APOPKA
6 Apopka Elem.
4 Apopka Memorial High
5 Dream Lake Elem.

AUBURNDALE
2 Auburndale Elem.-Jr. High
4 Auburndale Primary

BARTOW
4 Bartow Elem.
2 Bartow Jr. High
3 Floral Ave.
4 Union Acad. Elem.
2 Union Acad. High

BRANDON
4 W. S. Yates Elem.

BREWSTER
4 Brewster Elem.-Jr. High

CANTONMENT
4 J. Allen Elem.

CLEARWATER
2 Belleair Elem.
2 Curtis Elem.
2 Kings Highway Elem.
4 N. Ward Elem.
3 Skycrest Elem.

CRESTVIEW
2 Northwood Elem.

DANIA
1 Collins Elem.
4 Dania Elem.
2 Olsen Jr. High

DAVENPORT
3 Davenport

DEERFIELD BEACH
1 Braithwaite Elem.
1 Deerfield Beach Jr. High

DUNDEE
4 Dundee Elem.

DUNEDIN
2 Chase Memorial Elem.

EAGLE LAKE
4 Eagle Lake

ELOISE
3 Eloise Elem.

FT. LAUDERDALE
1 Bayview Elem.
2 Bennett Elem.
4 Broward Estates Elem.
2 Croissant Park Elem.
2 Davie Elem.
1 Dillard Elem.
3 Dillard High
3 E. Side Elem.
3 Edgewood Elem.
1 Ft. Lauderdale High
4 Harbordale Elem.
3 Hortt Elem.
5 Lauderdale Manors
2 Meadowbrook Elem.
2 N. Andrews Gardens Elem.
4 N. Side Sch.
1 Parkway Jr. High
1 Pine Ridge Elem.
1 Riverland Elem.
3 Rock Island Elem.
2 Rogers Jr. High
4 S. Side Elem.
1 S. Foster
2 Stirling Elem.
1 Sunland Park Elem.
4 Sunset
4 Walker Elem.
4 W. Side Grade
2 Westwood Hts.
2 Wilton Manors Elem.

FT. MEADE
1 A. Woodbury
2 Ft. Meade Jr.-Sr. High
1 Lewis Elem.
2 Riverside Elem.

FT. PIERCE
2 Ft. Pierce Elem.
3 F. K. Sweet Elem.
4 Lincoln Park Acad.
3 Means Court Elem.
3 St. Lucie County Jr. High
4 St. Lucie Primary

FROSTPROOF
4 Frostproof Elem.
2 Frostproof High

GULFPORT
4 Gulfport Elem.

HAINES CITY
4 Central Elem.
4 Eastside Elem.
4 Haines City Jr. High
4 Haines City High
2 Oakland Elem.

HALLANDALE
2 Hallandale Elem.

HIALEAH
2 M. M. Walters Elem.
3 Palm Springs Elem.

HOLLYWOOD
3 Attucks High
3 Colbert Elem.
4 Hollywood Central
2 Hollywood Hills
1 Lake Forest Elem.
2 McNicol Jr. High
2 Miramar Elem.
1 Oakridge Elem.
2 Watkins Elem.

JACKSONVILLE
1 A. Lytle
3 B. Beal
3 Brentwood
2 Cedar Hills Elem.
2 D. Cookman #145
1 Fishweir Sch. #20
1 Hendricks Ave.
1 Hyde Park
2 J. Gorrie Jr. High
1 K. Smith Jr. High
1 Lackawanna Pub. Sch. #10
3 Lake Forest Hills Sch. #91
2 M. M. Bethune #157
1 M. V. Rutherford
1 Oceanway Jr. High
2 Ortega Elem.
2 Paxon Jr. High
2 Paxon Sr. High
1 Pickett Sch. #205
3 Pinedale Sch. #93
1 Ribault Jr.-Sr. High
2 R. E. Lee Sr. High
1 Technical High
2 T. Jefferson #48

KATHLEEN
2 Kathleen Elem.

KEY WEST
4 Poinciana
2 Truman-Reynolds Elem.

LAKE WALES
4 Hillcrest
2 Lake Wales Jr. High
4 Polk Ave. Elem.
2 Spook Hill Elem.

LAKELAND
4 Central Ave.
4 Cleveland Court
3 Combee Elem.
3 Dixieland Elem.
3 J. F. Cox
4 Lake Morton
4 Lakeland Jr. High
4 Lakeland Sr. High
4 Lime St. Elem.
4 Medulla Elem.
3 Moorehead Elem.
3 Rochelle Elem.
3 Rochelle Jr. High
3 Rochelle Sr. High
3 Southwest Elem.
2 Southwest Jr. High
3 Webster Ave.

LARGO
2 Anona Elem.

LOCKHART
6 Lockhart Elem.

MAITLAND
3 Maitland Hill Elem.

MANGO
2 Mango Elem.

MARGATE, POMPANO
1 Margate Elem.

MEDULLA
3 Medulla Westside Elem.

MIAMI
5 H. M. Flagler Elem.
2 Kensington Park
1 Madison Jr. High
2 W. Little River Elem.

MIAMI SPRINGS
4 G. H. Curtiss Elem.

MULBERRY
4 Mulberry Elem.
4 Mulberry High

NEW SMYRNA BEACH
2 Read-Pattillo Elem.

NICHOLS
3 Nichols Elem.

OAKLAND PARK
2 Oakland Park
2 Woodson Elem.

OCOEE
5 Ocoee

OJUS
2 Ojus Elem.

OPA-LOCKA
2 Carol City
1 Crestview Elem.

ORLANDO
5 Audubon Park Elem.
6 Cherokee Jr. High
1 Colonial High
6 Concord Park Elem.
6 Conway Elem.
5 Delaney
5 Edgewater High
1 Engelwood Elem.
6 Fern Creek Elem.
3 Forrest Park
3 F. L. Blankner
6 Grand Ave.
6 Hillcrest
4 Holden St. Elem.
4 Howard Jr. High
6 Jones High
4 Kaley Elem.
7 Lake Como Elem.
5 Lake Silver Elem.
1 Lake Weston Elem.
5 Marks St.
4 Memorial Jr. High
6 Pine Castle Elem.
4 Pine Hills Elem.
3 Pineloch
6 Princeton Elem.
4 R. E. Lee Jr. High
2 Rock Lake Elem.
4 Union Park Elem.
1 Washington Shores Elem.
7 W. R. Boone Sr. High

ORLO VISTA
6 Orlo Vista Elem.

PENSACOLA
3 A. McReynolds
4 A. E. McMillan
3 A. K. Suter Elem.
2 Sacred Heart
3 St. Michael
3 St. Stephen
9 W. A. Blount Jr. High
2 W. Pensacola Elem.

PLANT CITY
2 Simmons Elem.

PLANTATION
1 Peters Elem.

POMPANO BEACH
2 B. Ely High
1 Coleman Elem.
1 Cresthaven Elem.
2 McNab Elem.
2 Pompano Beach Elem.
2 Pompano Beach Jr. High

ST. PETERSBURG
5 Clearview Ave. Elem.
2 Euclid Elem.
2 Fifty-Fourth Ave.
4 Harris Elem.
5 Norwood Elem.
4 Roser Park Elem.
2 Westgate Elem.

SARASOTA
1 Phillippi Shores

TALLAHASSEE
1 F. S. Hartsfield Sr. Elem.

TAMPA
5 B. C. Graham Elem.
2 DeSota Elem.
2 Gary Elem.
2 G. D. Chamberlain High
3 Gorrie
4 G. Cleveland
2 H. B. Plant High
2 Harlem Elem.
3 H. Mitchell Elem.
2 J. Monroe Jr. High
2 Kenly Elem.
4 Lake Magdalene
3 Manhattan Elem.
2 Orange Grove
2 Temple Terr. Elem.
2 T. A. Edison
8 Twin Lakes
2 W. B. Henderson Elem.
3 W. Wilson Jr. High

WARRINGTON
2 St. John
4 Warrington Elem.

WEST HOLLYWOOD
1 Boulevard Hts. Elem.
2 Carver Ranches Elem.
2 Driftwood Elem.
2 McArthur High
2 W. Hollywood Elem.

WEST PALM BEACH
2 Southboro

WINDERMERE
4 Windermere

WINTER GARDEN
3 C. R. Drew High
6 Dillard St. Elem.
3 Lakeview High
2 Tildenville Elem.
5 Winter Garden Elem.

WINTER HAVEN
4 F. G. Garner Elem.
3 Inwood
4 S. Winter Haven
3 T. E. Brigham Elem.
4 Winter Haven Sr. High

WINTER PARK
6 Killarney Elem.
3 Lakemont Elem.
6 Park Ave. Elem.
1 Webster Ave. Elem.

ZELLWOOD
6 Zellwood Elem.

Georgia

ALBANY
2 Broad Ave.
ATLANTA
1 A. F. Herndon Elem.
1 Ashford Park
1 Benteen
3 Cascade
3 C. M. Pitts
2 Cleveland Ave.
1 Cox
3 E. A. Ware
1 E. C. Clement Elem.
2 E. Hutchinson
3 English Ave.
4 E. P. Howell
1 Garden Hills
1 H. O. Burgess
4 H. R. Butler Elem.
4 Highland
1 J. L. Key
2 Lakewood Hts.
4 L. Haygood
2 L. J. Campbell
1 M. Mitchell Elem.
1 M. M. Bethune Elem.
2 Morningside
1 P. S. Arkwright Elem.
2 R. L. Craddock
1 Rock Springs
1 Rockdale Elem.
1 S. M. Inman
1 Sky Haven
3 Sylvan Hills Elem.
2 T. H. Slater
3 Thomasville Elem.
1 Venetian Hills Elem.
2 W. F. Slaton
2 W. Haven
1 Wesley Ave. Elem.
CAMILLA
1 Mitchell County High
COLLEGE PARK
1 Maple St.
COLUMBUS
3 Beallwood Elem.
2 Carver Hts. Elem.
2 Double Churches
2 Fifth Ave. Elem.
2 Fox Elem.
2 Manly Taylor Elem.
1 Nankipooh
2 Radcliff
2 St. Marys Rd.
2 Seventh St.
2 Waverly Terr.
2 Winterfield
COTTAGE HILLS
3 Cottage Hills Elem.
DECATUR
2 Toney Elem.
FULTON COUNTY
3 Alpharetta Elem.
3 Bailey-Johnson Elem. & High
3 B. Neely
4 Cedar Grove
5 Central Elem.
1 C. E. Riley
1 Church St.
1 College St.
6 Conley Hills
1 Dodson Dr.
3 E. Point Elem.
6 Fairburn Elem.
5 G. F. Longino
3 Harris St.
3 Hopewell Elem.
1 J. F. Beavers Elem.
1 J. L. Riley
3 J. A. Wells
1 J. Wells
3 K. Mitchell
1 Liberty-Guinn
3 M. P. Word
3 Marion Smith Elem.
2 Newton Estates Elem.
1 North Ave. Elem.
4 Parklane
1 Roswell High
3 S. R. Young
3 Sandtown
3 Stonewall Elem.
3 Utoy Springs
GRIFFIN
2 Third Ward
HAPEVILLE
1 Caroline F. Harper
5 North Ave.
LEARY
1 Patmos
MACON
7 P. Stevens
MARIETTA
2 E. Side Elem.
PORTWENTWORTH
1 Portwentworth
POOLER
2 Pooler Elem.
SAVANNAH
1 C. Pulaski
1 C. Ellis
2 C. H. Herty
6 E. Whitney
1 J. G. Smith
2 J. Low
2 Montgomery
2 Romana Riley
1 Savannah High
SMYRNA
1 Green Acres
STATESBORO
2 S. Zetterower Elem.
WEST POINT
4 W. Point Elem.
WINSTON
1 Winston Elem.

Hawaii

HONOLULU
8 Kalakaua Inter.
2 St. Theresa's

Idaho

BLACKFOOT
2 St. Margaret's
BOISE
2 St. Joseph's
2 St. Mary's
COEUR D' ALENE
1 St. Thomas
COTTONWOOD
2 St. Gertrude's Acad.
2 St. Joseph
CULDESAC
2 St. Joseph's Children's Home
DE SMET
2 Convent of Mary Immaculate
LEWISTON
2 St. Stanislaus
NAMPA
2 St. Paul's
POCATELLO
2 St. Anthony's
2 St. Joseph's
ST. MARIES
2 St. Mary's Acad.
TWIN FALLS
2 St. Edward

Illinois

ALTON
3 C. Barton
5 Irving
3 Washington Elem.
AROMA PARK
2 Aroma Park
ATKINSON
1 St. Anthony
AVON
1 Avon Jr. High
BAYLIS
3 Baylis Grade
BERWYN
2 Emerson
1 Gen. Custer
2 Gen. Pershing
2 Hiawatha
2 Irving
3 K. Havlicek
2 Komensky
BETHALTO
3 Bethalto Grade
3 Civic Memorial High
3 Culp Grade
3 Meadowbrook Grade
3 W. Trimpe Jr. High
BLOOMINGTON
1 St. Mary
BRADFORD
1 St. John
BROOKFIELD
2 Congress Park
3 Lincoln, Dist. #103
CANTON
3 Anderson
2 Breeds
2 Canton Jr. High
1 Canton Sr. High
2 Central
2 Elm Tree
2 Hulit
2 Ingersoll
5 John Dean
1 St. Mary's
2 Wright
CERRO GORDO
*11 Cerro Gordo High
CHAMPAIGN
1 Carrie Busey
1 Holy Cross
1 St. Mary
CHICAGO
4 Gordon Tech. High
2 Immaculate Conception
2 St. Basil
2 St. Gertrude
2 St. Hedwig
2 St. Peter Canisius
2 St. Thecla
CLINTON
1 St. John
CREVE COEUR
1 Creve Coeur
1 Gerber
1 La Salle
1 Park View
1 Rusche
1 Sacre Coeur
1 Vicie
CUBA
2 Cuba Grade
DAKOTA
1 Dakota Community Unit #201
DANVILLE
8 Cannon
8 Daniel
3 Edison
8 Elmwood
3 Fairchild
2 Franklin
7 Garfield
3 Grant
3 Hooton
8 Liberty
3 Lincoln
3 Oaklawn Elem.
3 Roselawn
1 St. Joseph
8 Washington Elem.
DECATUR
3 Enterprise
2 Garfield Elem.
5 H. B. Durfee
3 J. J. Pershing Elem.
5 Lincoln
3 M. W. French
5 Oak Grove Elem.
2 Oakland
2 Pugh
1 Oglesby
3 Roach
2 S. Shores
3 Warren
3 Washington
2 W. Harris
DUNFERMLINE
2 Dunfermline
EAST MOLINE
1 St. Mary
EAST PEORIA
1 Central
EAST ST. LOUIS
2 Alta Sita
2 C. Manners
1 Hawthorne
1 Longfellow
1 M. Van Lucas
1 Park
2 Rose Lake
ELGIN
1 Columbia
2 Gifford Elem.
1 Grant
2 Illinois Park
1 Lincoln
2 Lowrie
1 M. E. Huff
2 V. Coleman
1 Washington
2 Wing
ELMHURST
2 Edison
8 Elmhurst Jr. High
5 Emerson
8 Field
7 Hawthorne Elem.
6 Jackson Elem.
2 Jefferson
*14 Lincoln Elem.
2 Roosevelt Elem.
2 Washington
2 Yorkfield Elem.
ELMWOOD PARK
1 Elm
EVANSTON
2 Ascension of Our Lord
7 Bethlehem Lutheran
7 Central
5 Children's Sch. of Ntl. Col. of Education
7 College Hill
5 Dawes
7 Dewey
6 Evanston Tp. High
7 Foster
7 Haven Inter.
7 Lincoln
7 Lincolnwood
7 Lower Haven
2 Marywood
7 H. H. C. Miller
7 Nichols Inter.
7 Noyes
7 Oakton
7 Orrington
2 Park
5 Roycemore
7 St. Athanasius
2 St. George High
7 St. Mary's
7 St. Nicholas
2 Skiles Jr. High
2 Timber Ridge
7 Washington Elem.
7 Willard
FAIRVIEW
2 Fairview Elem.
FREEPORT
3 J. W. Henney
3 Taylor Park
GALESBURG
3 Bateman
3 Cooke
2 Douglas
3 Farnham Elem.
2 G. Churchill Jr. High
1 Immaculate Heart of Mary
GENESEO
1 St. Malachy
GILSON
1 Gilson Grade
GOLDEN
1 Golden Grade
GRANITE CITY
2 Nameoki Elem.
HAVANA
2 S. Fulton Con.
HENRY
1 St. Mary's
HIGHLAND PARK
2 Braeside
2 Edgewood
2 Elm Place
2 Green Bay Rd.
2 Highland Park Community Nur.
2 Highland Park High
2 Immaculate Conception
2 Indian Trail
2 Lincoln
2 Ravinia Nursery
1 Red Oak
2 Wayne Thomas
2 West Ridge
HINSDALE
3 The Lane
IVESDALE
1 St. Joseph
JACKSONVILLE
2 Jefferson Elem.
2 N. Jacksonville
2 Washington Elem.
JOLIET
2 Taft
KEWANEE
9 Kewanee Community
KICKAPOO
1 St. Mary's

KNOXVILLE
1 Appleton Elem.
LA GRANGE
2 Cossitt Ave.
2 Goodman Ave.
2 Odgen Ave.
LA GRANGE PARK
3 Forest Rd.
1 Oak Ave.
2 St. Louise de Marillac
LA SALLE
1 St. Patrick's
LEWISTOWN
5 Lewistown Elem.
LINCOLN
1 St. Mary's
1 St. Patrick
MACOMB
3 Adair
3 Edison Jr. High
3 Grant
3 Lincoln
3 Logan
3 MacArthur
3 Macomb High
1 St. Pauls
3 Wilson
MENDOTA
1 Ss. Peter & Paul
METAMORA
1 St. Mary's
METROPOLIS
1 Metropolis Community
MILTON
1 E. Pike High & Milton Elem.
MOLINE
2 B. Franklin
2 Ericsson
2 Hamilton
3 H. Mann
3 Irving
2 K. Butterworth
1 Lincoln
1 Logan
2 Maple Grove
2 McKinley
2 Roosevelt
1 Sacred Heart
1 St. Mary
2 Willard
2 W. Carr
MORTON GROVE
1 Grove
1 Park View
1 Mt. Olive High
MURRAYVILLE
2 Murrayville
NEBO
1 Nebo Grade
NILES
6 Niles Pub.
NORRIDGE
2 Divine Savior
NORRIS
2 Norris
NORTHBROOK
3 Glenbrook High
OTTAWA
1 St. Columba
1 St. Francis
PAYSON
2 Payson Grade
PEARL
1 Pearl Grade
PEKIN
2 St. Joseph's
PEORIA
4 B. Sumner
9 B. H. Trewyn Jr. High
1 C. Coolidge
2 Columbia
4 Douglas
4 Franklin
4 Garfield Elem.
2 Glen Oak
4 Harrison
2 Irving
4 Kingman
3 Lee
4 Lincoln
4 Longfellow Elem.
3 Loucks
3 Manual Training High
4 McKinley Elem.
2 Peoria High
4 Reservoir
2 Roosevelt Jr. High
1 Sacred Heart
1 St. Bernard
1 St. Boniface
1 St. Cecilia
1 St. John's
1 St. Mark's
2 St. Mary's Cathedral
1 St. Patrick
1 St. Philomena
1 T. Jefferson
4 Tyng
3 Von Steuben Elem.
3 Washington
4 Webster
4 White
2 Whittier
4 Woodruff Sr. High
PEORIA HEIGHTS
1 St. Thomas
PERU
1 St. Joseph
1 St. Valentine
PHILCO
1 St. Thomas
PITTSFIELD
1 Pittsfield Elem.
PLEASANT PLAINS
1 Pleasant Plains Grade
PONTIAC
1 Central
1 St. Mary's
QUINCY
4 Adams
4 Berrian
2 Chaddock Boys
4 Dewey Elem.
2 Ellington
4 Emerson
4 Franklin
3 Highland-Riverside
4 Irving
4 Jackson
4 Jefferson
4 Madison Elem.
2 Melrose
2 Mound
2 Notre Dame High
4 Quincy Jr. High
4 Quincy Sr. High
2 St. Boniface
2 St. Francis Solanus
2 St. James Lutheran
2 St. John the Baptist
2 St. Mary's
2 St. Peter's
2 St. Rose of Lima
4 Washington
4 Webster
ROCK ISLAND
9 Rock Island Pub.
1 St. Joseph's
1 St. Mary's
1 St. Pius X
ROSEVILLE
1 Roseville Elem.
SAVANNA
2 Lincoln
SENECA
1 St. Patrick
SPRING VALLEY
1 Catholic Con.
SPRINGFIELD
3 Bunn Grade
1 Cathedral Grade
1 Christ the King Sch.
2 D. Blackhawk Elem.
1 Fairview Elem.
2 G. Washington Jr. High
2 Harvard Park
3 H. Edwards
1 Little Flower
4 McClernand
1 Sacred Heart
1 St. Aloysius
1 St. Cabrini
1 St. Patrick
2 Southern View
2 Stuart
2 T. Jefferson Jr. High
1 Vachel Lindsay
2 W. Grand
TILTON
3 Tilton
TRIVOLI
1 Trivoli, #139
UTICA
1 St. Mary's
WASHINGTON
1 St. Patrick
WENONA
1 St. Mary
WESTMONT
2 Central
2 Holy Trinity
2 Miller
2 South
WESTVILLE
1 St. Mary
WHEATON
1 Hawthorne
1 Longfellow
2 Lowell
1 Washington

Indiana

BEDFORD
3 Lincoln
2 Parkview-Central
BLOOMINGTON
5 D. E. Hunter
5 Fairview Elem.
6 University
BOONVILLE
4 Ella Williams
CEDAR LAKE
5 Lincoln, Hanover Twp.
CICERO
2 Cicero Elem.
CLARKSVILLE
6 Greenacres
EAST CHICAGO
4 Washington Elem.
ELKHART
5 Beardsley Elem.
5 Hawthorne
2 J. L. Ulery
5 Lincoln
2 M. Beck
5 M. L. Daly
5 Middlebury St.
5 Monger Elem.
5 Rice
2 Riverview
6 Roosevelt Elem. & Jr. High
5 S. Strong
5 Weston Elem.
5 Willowdale
EVANSVILLE
4 Baker Elem.
5 B. Bosse High
2 Burkhardt
1 Caze
5 Cedar Hall
3 Centennial
5 Central High
4 Chestnut-Walnut
5 Columbia Elem.
5 D. Wertz
6 Dexter
4 Fairlawn
5 F. J. Reitz High
5 Fulton
5 Glenwood Elem.
5 Harper
2 Hebron
5 H. Reis Elem.
2 Highland Grade
5 J. M. Culver
4 Lodge
6 Lynch-McCutchanville-Oak Hill
2 Perry Hts. Elem.
2 Plaza Park
1 Scott Twp. Elem.
5 Stanley Hall
2 Stringtown Elem.
4 Tekoppel
6 Vogel
7 Washington
3 W. Hts.
2 W. Terrace
5 Wheeler Elem.
FORT WAYNE
2 Bloomingdale
1 Brentwood
6 Central High
2 Emmaus Lutheran
5 Forest Park
4 F. Slocum
4 Hanna
5 Harmar
5 Harrison Hill
3 Indian Village
3 J. S. Irwin
6 J. N. Study
2 L. C. Ward
2 Maplewood
4 McCulloch
6 Miner
4 Rudisill
1 St. Joseph Central
2 S. Calhoun
5 S. Wayne
1 Southern Hts.
2 Washington Twp.
FRANKFORT
5 Woodside
GARY
3 Aetna Elem.
2 A. L. Locke Elem.
5 Ambridge
1 A. P. Melton
2 Banneker Elem.
5 Beveridge
5 C. R. Drew
1 D. H. Williams
5 D. Webster
1 DeVault Elem.
5 Emerson High
5 Franklin
5 F. Douglass
5 Froebel
5 G. Washington
5 G. W. Carver
5 Glen Park
5 H. Mann
5 Ivanhoe
1 J. Marquette Elem.
1 J. H. Garnett
5 Jefferson
1 J. H. Vohr
6 L. Wallace
5 Lincoln
2 M. M. Bethune
5 Miller
4 Nobel Elem.
6 Pittman Square
5 Pulaski
6 Riley
5 Roosevelt High
5 T. A. Edison
5 Tolleston
4 W. A. Wirt
GOSHEN
3 Goshen High
HAMMOND
6 Columbia
6 G. S. Porter
6 Hammond High
2 Hammond Tech. Vocat. High
5 Irving Jr. High
2 J. W. Riley
4 Lincoln Elem.
6 Maywood
6 O. P. Morton
2 Riverside
4 T. Jefferson Elem.
2 Wallace
5 Washington High
2 W. Wilson
HIGHLAND
2 J. M. Johnston
6 Main Elem.
HUNTINGTON
5 H. Mann
6 Riley
INDIANAPOLIS
6 Brookside, #54
4 D. T. Weir, #71
5 H. W. Longfellow, #28
6 J. Garfield Pub., #35
2 Lucretia Mott, #3
6 Morgan, #86
6 O. E. Brown
6 R. D. Owen
4 R. McClellan, #91
4 S. C. Foster
LAFAYETTE
5 Longlois
LA PORTE
5 Central Jr. High
*10 La Porte High
5 Maple
5 Park
6 Riley
2 St. Joseph's
1 St. John's Lutheran
5 St. Peter's
4 Tenth St.
LAWRENCEBURG
5 Lawrenceburg City
LOWELL
4 Lowell High
MADISON
1 Lydia Middleton
MARION
6 C. Brownlee
6 Emerson Elem.
4 J. L. McCulloch Grade & Jr. High
5 H. Mann Elem.
1 T. Jefferson
MICHIGAN CITY
1 Central
4 Jefferson
6 Lakeland
6 Park
MISHAWAKA
*10 Mishawaka Pub.

NEW ALBANY
1 Grant Line
5 Silver St.
3 Spring St. Jr. High
NOBLESVILLE
6 Conner
3 Third Ward
PUTNAMVILLE
4 Putnamville
SHELBYVILLE
2 C. Major Elem.
5 T. A. Hendricks
SOUTH BEND
5 St. Matthews
TERRE HAUTE
6 Thompson

Iowa

ALGONA
2 B. Godfrey
2 Bryant Elem.
3 L. Wallace
ALTA
3 Alta Community Sch. Dist.
ALTOONA
5 Altoona Indep.
ATLANTIC
1 Grant Elem.
1 Jackson
1 Lincoln Grade
BATTLE CREEK
1 Battle Creek Community
BAYARD
2 Bayard Community
BEAVER
2 Beaver Con.
BENTON
1 Mt. Ayr Community
BETTENDORF
1 Bettendorf Jr. High
1 Bettendorf Sr. High
1 Jackson Elem.
1 Jefferson
1 Lincoln Elem.
1 M. Twain
1 Washington
BRADDYVILLE
2 Braddyville Indep.
BRADGATE
3 Bradgate Con.
BURLINGTON
2 C. E. Perkins Elem.
3 Corse
1 Flint Hills
3 J. W. Grimes
2 Lincoln Elem.
2 N. Hill
2 Saunderson
5 Washington
5 W. Salter
1 St. John the Baptist
1 Sunnyside
CARROLL
2 St. Lawrence
CEDAR RAPIDS
2 B. Franklin Jr. High
3 Wright
CHARLES CITY
2 Central
CHEROKEE
2 Immaculate Conception
CLEAR LAKE
3 Clear Lake Community
COUNCIL BLUFFS
1 Holy Family
CORYDON
2 Corydon Indep.
CRESTON
1 Creston Indep.
CUSHING
1 Cushing Con.
DAVENPORT
2 Adams Elem.
4 Davenport High
2 F. L. Smart Jr. High
1 Garfield Elem.
1 Grant Elem.
2 H. J. Williams Jr. High
3 Hayes
3 Hoover Elem.
2 J. B. Young Jr. High
3 Jefferson Elem.
3 Johnson
1 Lincoln
3 Madison Elem.
1 McKinley
1 Monroe
3 Roosevelt
2 Sudlow Jr. High
3 Taylor
3 Washington Elem.
2 Wilson
DELPHOS
1 Mt. Ayr Community
DES MOINES
4 Canary Lake Elem.
2 Monroe
DONNELLSON
2 Donnellson Indep.
EXIRA
4 Exira Community
FAIRFIELD
1 Fairfield Jr. High
1 Lincoln Grade
1 Logan
1 Roosevelt
1 Washington Elem.
FORT DODGE
1 Arey
1 Butler Elem.
1 Carpenter Elem.
1 Duncombe
1 F. N. Cooper Elem.
1 Hawley
1 Highland Pk.
1 Hillcrest
1 Junior High
1 Lincoln Elem.
1 Pleasant Valley
1 Riverside
1 Wahkonsa
1 St. Paul Lutheran
FORT MADISON
1 Fort Madison Sr. High
1 Jackson Elem.
1 Jefferson Elem.
1 Lincoln Elem.
1 Richardson Elem.
GARWIN
2 Garwin Con.
GLIDDEN
2 Glidden-Ralston Community
GRINNELL
3 Cooper Elem.
GLENWOOD
1 Glenwood Indep.
GOWRIE
1 Gowrie Community
GUTTENBERG
3 Guttenberg Community
HULL
2 W. Christian High
HUMBOLDT
1 Taft Grade
INDEPENDENCE
2 St. Johns
IOWA CITY
3 H. Sabin
3 H. W. Longfellow
3 Hoover
2 H. Mann
2 Iowa City High
3 Iowa City Jr. High
3 Lincoln
3 M. Twain Elem.
3 Roosevelt
IOWA FALLS
1 Central
KEOKUK
4 Garfield
1 Hawthorne
4 Jefferson
4 Keokuk Jr. High
4 Keokuk Sr. High
4 Lincoln
4 Torrence
4 Washington-Central Elem.
4 Wells-Carey
KNOXVILLE
2 Central
2 E. Ward Elem.
2 Knoxville Sr. High
2 Nora Sullivan Elem.
LAKE CITY
5 Lake City Community High
LAKE MILLS
1 Lake Mills Community
LAMONI
1 Lamoni Community
LE MARS
4 Central High
LIBERTYVILLE
1 Libertyville Elem. & Jr. High
MALOY
1 Mt. Ayr Community
MARENGO
2 Iowa Valley Community
MARION
1 Emerson
1 Irving
3 Lincoln
2 Longfellow
1 Washington
MASON CITY
3 Holy Family
3 Mason City Pub.
MECHANICSVILLE
1 Mechanicsville Community
MORLEY
4 Morley Con.
MAURICE
1 Maurice-Orange City Community
MISSOURI VALLEY
*10 Missouri Valley Pub.
MOUNT AYR
1 Mt. Ayr Community
NEWTON
5 Aurora Hts. Grade
8 E. Hough
5 Lincoln
3 T. Jefferson
7 Washington
5 W. Wilson
NORWALK
1 Norwalk Con.
OCHEYEDAN
4 Ocheyedan Community
OELWEIN
3 Harlan
2 Sacred Heart
ONAWA
4 Lark
OTTUMWA
3 Agassiz Elem.
3 A. G. Wilson
1 Evans Jr. High
1 Douglas
1 Fairview
1 Franklin
1 Hedrick
1 H. Mann Elem.
5 Irving Elem.
5 Lincoln Elem.
1 Pickwick
2 St. Patrick
1 Stuart
1 Washington Jr. High
1 Wildwood
PELLA
2 Webster Elem.
PIERSON
2 Pierson Con.
PLEASANTVILLE
1 East Elem.
1 North Elem.
POCAHONTAS
4 Pocahontas Community
QUIMBY
3 Quimby
RED OAK
3 Bancroft
4 Jefferson
3 Jr. Sr. High Elem.
4 Washington
4 Webster
RICHLAND INDEP.
4 Richland Indep.
REDDING
1 Mt. Ayr Community
ROSSIE
1 Greenville-Rossie
SIBLEY
1 Sibley Pub.
SCRANTON
2 Scranton Con.
SHENANDOAH
4 Broad St.
1 Central
2 Fifth & Sixth Grade
SIOUX CITY
4 Bancroft Elem.
5 Bryant
2 Cathedral Grade
5 Central High
5 Cooper Elem.
5 Crescent Park
4 East High
4 East Jr. High
5 Emerson
5 Everett
4 Floyd
4 Franklin
4 Grant Elem.
4 Hawthorne Elem.
5 Hobson
5 Hopkins Elem.
4 Hunt
2 Immaculate Conception
4 Irving
5 Joy
4 Leeds High
5 Lincoln
5 Longfellow
5 Lowell
2 M. G. Clark
5 McKinley
4 North Jr. High
5 Riverview
5 Roosevelt
2 St. Joseph
5 Smith
2 Sunnyside
5 Washington
5 Webster Elem.
5 West Jr. High
5 Whittier
4 W. Wilson Jr. High
SOLDIER
1 Soldier Con.
SPENCER
1 Spencer High
SPIRIT LAKE
2 Spirit Lake Community
STORM LAKE
2 East
1 Hayes Con.
4 North
4 South
3 Storm Lake High
3 Storm Lake Jr. High
4 West
TRIPOLI
3 Tripoli Community Sch. Dist.
UNION
2 Union-Whitten Community
VILLISCA
4 Villisca High
WAVERLY
1 Waverly High
WEBSTER CITY
6 Lawn Hill
5 Washington Central Jr. High & Grade
WEST DES MOINES
1 Clegg Park Elem.
1 Clover Hills Elem.
1 Fair Meadows Elem.
1 Phenix
1 Valley Jr. High
WIOTA
1 Wiota Con.

Kansas

BERN
1 Bern Rural High
CALDWELL
2 Caldwell Elem.
FREDONIA
1 Lincoln Elem.
2 Mound
GARDEN CITY
1 Garfield
1 Jones
McPHERSON
2 McPherson Sr. High
MEDICINE LODGE
1 Medicine Lodge Grade
ST. JOHN
1 St. John High
STRONG CITY
1 Strong City Grade
WETMORE
5 Wetmore Rural High
WICHITA
4 Caldwell Elem.
3 F. A. Sowers Elem.
3 Greiffenstein Elem.
2 Kechi Center-Chisholm Trail
2 M. Kelly Elem.
2 R. E. Lawrence
2 Stearman Elem.
4 Waco Elem.

Kentucky

BELLEVUE
- 1 Bellevue High
- 1 Center Street Elem.

COVINGTON
- 2 Eighth Dist. Pub.
- 2 Villa Madonna Acad.

DANVILLE
- 2 E. L. Toliver

FT. THOMAS
- 3 Highlands High
- 1 R. D. Johnson
- 9 R. Moyer
- 8 S. Woodfill

HAZARD
- 2 Hazard Area Vocat.

JEFFERSON COUNTY
- 4 A. R. Kennedy
- 5 A. Waller Elem.
- 9 Auhurndale Graded
- 3 Butler High
- 2 Camp Taylor
- 4 Cane Run Elem.
- 5 Chenoweth
- 7 Dorsey
- 6 Eastern High
- 1 Eastwood
- 7 Fairdale Elem.
- 1 Fairdale High
- 8 Fern Creek Elem.
- 6 Fern Creek High
- 1 Forest
- 2 Gideon Shryock
- 1 Gilmore Lane
- 4 Goldsmith Elem.
- 6 Greathouse
- 4 Greenwood Elem.
- 7 Griffytown
- 6 Hawthorne Elem.
- 6 Hikes
- 4 J. H. Bates
- 6 Jeffersontown
- 7 Jeffersontown Grade
- 3 J. Filson Elem.
- 5 J. J. Audubon
- 9 Kenwood Elem.
- 6 Kerrick Elem.
- 6 Lyndon Con.
- 7 Medora Elem.
- 6 Melbourne Hts.
- 6 Middletown Grade
- 7 Mill Creek
- 7 Newburg
- 1 N. S. Wilder Elem.
- 6 O'Bannon
- 7 Okolona Elem.
- 7 O. J. Stivers Elem.
- 1 Pleasure Ridge Park High
- 7 Prestonia Con.
- 5 Rockford Lane Elem.
- 3 R. Clark Ballard Memorial
- 4 St. Matthews Elem.
- 5 S. P. Durrett Jr. High
- 4 Schaffner Elem.
- 2 Seneca High
- 3 South Park
- 5 Southern High
- 3 S. Wilkerson Elem.
- 5 Valley Elem.
- 5 Valley High
- 5 Waggener High
- 3 Watson Lane Elem.
- 4 Worthington

LEXINGTON
- 4 A. Lincoln Elem.
- 4 Arlington Elem.
- 4 Ashland Elem.
- 4 B. T. Washington
- 4 Constitution
- 4 G. W. Carver
- 5 Harrison Elem.
- 4 H. Clay High
- 4 Jefferson Davis
- 4 Johnson
- 4 Lexington Jr. High
- 4 M. A. Cassidy Elem.
- 4 Maxwell
- 4 Morton Jr. High
- 4 P. L. Dunbar High
- 4 Russell Elem.

LOUISVILLE
- 6 Ahrens Trade High
- 5 A. S. Brandeis
- 3 Barret Jr. High
- 4 Beechmont Elem.
- 6 B. Franklin Elem.
- 4 B. T. Washington
- 4 Bowman Field
- 3 C. A. Rubado Elem.
- 6 California
- 5 Central High
- 5 C. D. Jacob
- 4 Cotter-Duvalle
- 5 duPont Manual High
- 4 Eastern Jr. High
- 5 E. C. Semple
- 3 Emerson
- 4 E. Dolfinger
- 5 Emmet Field
- 6 F. T. Salisbury
- 5 F. Douglas
- 5 G. H. Cochran
- 3 G. D. Prentice
- 4 G. H. Tingley
- 6 G. R. Clark
- 6 G. W. Morris
- 6 G. Washington
- 3 Gottschalk Jr. High
- 5 Hazelwood Elem.
- 6 H. Clay
- 3 Highland Jr. High
- 5 Hiram Roberts
- 6 I. N. Bloom
- 4 I. Shelby
- 5 J. B. Atkinson
- 6 J. H. Heywood
- 5 J. M. Atherton High
- 6 J. Stoddard Johnston
- 5 Jackson Jr. High
- 5 J. M. Bond
- 6 J. R. Lowell
- 6 J. B. McFerran
- 6 J. C. Strother
- 4 J. Marshall
- 5 Longfellow
- 4 Louisville Male High
- 3 Madison St. Jr. High
- 3 Manly Jr. High
- 4 M. Merker
- 5 M. B. Talbert
- 5 M. D. Hill
- 6 N. L. Frayser
- 5 N. Finzer
- 6 Parkland
- 2 Parkland Jr. High
- 6 P. L. Dunbar
- 5 Portland
- 4 Rubel Ave.
- 5 Rutherford
- 2 St. Francis of Assisi
- 6 S. C. Taylor
- 5 S. D. Jones
- 4 Shawnee Elem.
- 6 Shawnee High
- 4 Southern Jr. High
- 5 S. Foster
- 5 T. Roosevelt
- 5 V. H. Engelhard
- 6 Virginia Ave.
- 3 Western Jr. High
- 6 Wheatley
- 6 W. H. Perry Sr. Elem.
- 5 W. R. Belknap

NEWPORT
- 4 Acad. Notre Dame of Providence
- 1 Newport High

OWENSBORO
- 3 Lincoln

SOUTH FT. MITCHELL
- 1 Beechwood High
- 2 J. A. Caywood

VALLEY STATION
- 1 Stonestrut

Louisiana

BOSSIER CITY
- 2 T. O. Rusheon Jr. High

ELTON
- 3 Elton High

EUNICE
- 3 Eunice High

GEISMAR
- 1 Dutchtown High

GRAMBLING
- 4 Grambling Col. Lab.

GRETNA
- 1 Gretna Elem.

JENNINGS
- 1 Hathaway High
- 2 Jennings High

KENNER
- 2 Our Lady of Perpetual Help

LAKE ARTHUR
- 1 Lake Arthur

METAIRIE
- 1 Metairie Gram.
- 1 Ridgewood Prep.
- 2 St. Louis King of France

NAPOLEONVILLE
- 2 Assumption High

NEW IBERIA
- 1 Parks Col. Elem.

NEW ORLEANS
- 1 A. D. Crossman
- 1 A. Wicker
- 1 Annunciation High & Elem.
- 2 B. M. Palmer
- 2 Beauregard Jr. High
- 3 C. J. Colton Jr. High
- 2 C. G. Woodson Jr.
- 1 C. E. Gayarre
- 1 Corpus Christi
- 1 E. D. White
- 4 E. Hynes
- 2 F. T. Nicholls Sr. High
- 1 G. Washington
- 4 Gentilly Terr.
- 1 H. S. Edwards
- 1 J. W. Johnson
- 2 J. A. Shaw
- 2 J. J. Audubon
- 2 J. W. Hoffman
- 4 Lafayette
- 2 Live Oak
- 2 M. C. Couvent
- 1 McDonogh, #11
- 1 McDonogh, #14
- 1 McDonogh, #30
- 2 McDonogh, #31
- 2 McDonogh, #32
- 2 McDonogh, #37
- 4 McDonogh, #39
- 1 Medard H. Nelson
- 5 Our Lady of Good Counsel
- 2 P. Wheatley Elem.
- 4 R. E. Lee
- 1 R. T. Danneel, #1
- 2 R. C. Davey
- 2 R. R. Moton
- 4 St. Agnes
- 2 St. Andrew the Apostle
- 3 St. Dominic
- 2 St. Francis of Assisi
- 2 St. Katherine
- 1 St. Rose of Lima
- 5 S. J. Green, Jr. High
- 1 S. B. Wright Jr. High
- 3 T. Jefferson
- 1 T. Lafon Elem.
- 4 W. C. C. Claiborne
- 2 W. Frantz

ROANOKE
- 1 Roanoke High

SHREVEPORT
- 1 Fair Park High
- 1 Riverside Elem.

SUNSET
- 1 Sunset High

VIOLET
- 1 Violet Con.

Maine

FAIRFIELD
- 1 Lawrence High

ELIOT
- 1 Eliot High

RUMFORD
- 2 St. John the Baptist

Maryland

BALTIMORE
- 2 Arlington, #234
- 6 Armistead Gardens Elem. #243
- 4 Beechfield Elem., #246
- 2 B. Franklin
- 4 B. T. Washington Jr. High, #130
- 2 Brehms Lane Elem., #231
- 4 Carrollton Jr. High, #183
- 1 Cherry Hill Elem., #159
- 2 C. Columbus, #99
- 1 Curtis Bay Elem.
- 4 D. E. Weglein, #2
- 2 Douglass High
- 3 E. A. Henderson, #101
- 7 Fallstaff Road
- 3 F. L. Barbour
- 3 F. E. Harper, #111
- 7 F. S. Key
- 1 Frankford Elem.
- 8 F. D. Roosevelt, #18
- 5 Gardenville, #211
- 3 Govans
- 8 Guilford Elem
- 1 Guilford Ave., #32
- 8 Hampden Elem., #55
- 4 H. B. Stowe, #118
- 1 H. Johnson Jr. High
- 1 Hazelwood
- 8 Howard Park Elem., #218
- 2 J. Monroe, #48
- 8 J. E. Howard, #61
- 2 J. Ruhrah Elem., #228
- 2 Lafayette Courts Elem., #105
- 3 Lafayette Jr. High, #49A
- 4 Leith Walk, #245
- 7 Liberty, #64
- 4 L. M. Alcott, #59
- 4 Lyndhurst, #88
- 4 M. E. Rodman, #145
- 2 Montebello Elem., #44
- 5 Mordecai Gist Elem., #69
- 3 Northwood Elem., #242
- 8 O. Cromwell, #74
- 2 O. H. Perry, #92
- 4 P. Wheatley, #110
- 1 Pimlico Elem., #223
- 3 Pimlico Jr. High
- 3 R. E. Lee High, #49
- 2 R. Poole
- 7 T. Jefferson Elem., #232
- 2 W. M. Alexander Elem., #112
- 3 Windsor Hills, #87

Massachusetts

BONDSVILLE
- 5 Bondsville Gram.

EAST LONGMEADOW
- 4 Center
- 3 Mapleshade Elem.
- 4 Pleasant View

FALL RIVER
- 3 A. S. Latourneau
- 1 B. M. C. Durfee High
- 4 C. V. Carroll Elem.
- 5 Coughlin
- 5 Davol
- 3 Diman Vocat. High
- 4 Fowler
- 2 G. B. Stone
- 3 H. T. Healy
- 3 H. L. Belisle
- 3 H. Lord Jr. High
- 4 Highland
- 2 H. A. Dubuque
- 4 J. M. Aldrich
- 4 J. M. Morton Jr. High
- 5 J. Tansey
- 1 J. Dwelly
- 4 J. J. Doran
- 2 J. J. McDonough
- 3 Laurel Lake
- 1 Pine St.
- 2 R. M. Small Elem.
- 4 Robeson
- 5 S. Longfellow

5 S. Watson Gram.
5 S. Borden
1 Westall
5 W. Connell
4 W. J. Wiley
3 W. S. Greene

FITCHBURG
2 S. Bernard

HOLYOKE
3 Blessed Sacrament
3 E. N. White
4 Elmwood Elem.
4 H. B. Lawrence
4 Highland
4 J. Metcalf Elem.
4 Kirtland
4 Morgan
3 Precious Blood
4 So. Chestnut St.
4 Springdale
4 West St.
4 W. Whiting

INDIAN ORCHARD
4 Indian Orchard Elem.
2 Myrtle St. Elem.
2 Myrtle St. Jr. High

NEW BEDFORD
2 B. B. Winslow
2 E. C. Brooks

PALMER
5 Park St.

PITTSFIELD
4 A. Lodge
4 Allendale
4 Bartlett
4 Briggs
4 Crane
4 Dawes Elem.
4 Egremont
4 Hibbard
4 Highland
4 Mercer
4 Morewood
4 North Jr. High
4 Pittsfield High
3 Pittsfield Vocat. High
4 Plunkett
4 Pomeroy
4 Pontoosuc Elem.
4 Redfield
4 Russell
4 South Jr. High
4 Stearns
4 Tucker
4 W. B. Rice
2 Williams

READING
8 The Pearl St.

SOUTHWICK
1 Southwick Con.
1 Southwick Jr. High
1 Woodland

SPRINGFIELD
2 Acushnet Ave.
2 A. M. Glickman
3 Brightwood
3 Carew St.
4 Eastern Ave.
2 E. Brookings
4 Glenwood
4 Harris
4 H. L. Dorman
3 Homer St.
3 Hooker
2 Howard St.
2 Jefferson Ave.
2 Kensington Ave.
4 Liberty
3 Lincoln
4 M. O. Pottenger
3 Memorial
4 R. O. Morris
2 S. Bowles
1 Sixteen Acres
2 Tapley
1 T. M. Balliet
4 Warner
3 Washington
2 White St.
3 W. N. De Berry

THORNDIKE
5 Thorndike Gram.

THREE RIVERS
4 Three Rivers Gram.

WALTHAM
3 C. Newhall
3 E. Fitch
3 J. Bright
1 Lexington St. Elem.
1 Lexington St. Jr. High
1 N. Hardy Elem.
3 N. P. Banks
3 North Jr. High
3 Northeast Elem.
1 Phineas Lawrence
2 St. Charles
1 St. Joseph
2 South Jr. High
3 T. R. Plympton
3 T. Hill
3 Waltham High
2 Waltham Vocat. High
3 Warren
3 Warrendale

WELLESLEY
2 J. D. Hardy

WEST SPRINGFIELD
2 Cowing
3 Immaculate Conception
3 John Ashley
3 Main St.
3 Margaret C. McDonough
3 Memorial
3 Mittineague
3 Park Ave.
3 St. Thomas
3 Tatham
3 W. Springfield High
3 W. Springfield Jr. High

WORCESTER
2 St. Paul's Cathedral
8 Worcester Boys' Trade High
8 Worcester Public

Michigan

BATTLE CREEK
2 A. J. Kellogg
2 Coburn
1 Dudley
1 Franklin
1 Fremont
1 Jefferson
1 LaMora Park
1 Lincoln
1 McKinley
1 Post
1 Roosevelt
1 Urbandale
2 Verona
1 Washington
1 Wilson

CLIO
2 Clio Area Elem.
2 Clio Area High
2 Clio Jr. High
2 Van Tyle

DETROIT
*10 Our Lady Queen of Angels

EAST LANSING
*10 Central

FENTON
2 Clyde Furlong Elem.
2 Fenton
2 Lake Fenton
2 North Road
2 St. John
2 State Road

FERNDALE
1 G. W. Carver

FLINT
2 Beckwith
1 Beecher High
1 Beecher Jr. High
2 Bendle
2 Bendle S. Elem.
2 Bendle W. Elem.
2 Bendle Sr. High
1 Bentley Jr. High
1 Bentley Sr. High
2 Calvary Lutheran
2 Carman Park Elem.
2 Civic Park
2 Clark Community
2 Cody Elem.
2 Cook Community
3 Coolidge
2 Cummings Community
2 Dewey Community
2 Dort Community
3 Doyle Community
3 Durant-Tuuri-Mott Community
1 Dye Community
1 Dye Community, Graham I
1 Dye Community, Graham II
2 Emanuel Lutheran
2 Fairview Community
2 Fenton Lawn
1 Flint Christian
2 Flint S.D.A. Elem.
1 F. Johnson Elem.
2 Freeman Community
1 Friel Elem.
2 Garfield Community
1 George St. Elem.
2 Gillespie Elem.
1 Griffith Court Elem.
2 Gundry Community
1 Gustin
3 Hazelton
2 Holy Redeemer
2 Homedale Community
2 Jefferson
2 J. L. Pierce Community
1 Kurtz Elem.
2 Lewis Community
3 Lincoln Community
2 Longfellow Community
2 McKinley Jr. High & Elem. Community
2 Merrill Community
2 M. Hamady Elem.
1 Northgate Elem.
2 Oak St. Community
2 Our Savior Lutheran
3 Parkland
2 Payson
2 Pierson
3 Potter Community
2 Redeemer Lutheran
2 R. N. Mandeville High & Carman Jr. High
3 Roosevelt Community
1 R. Barhitte Elem.
2 S.S. Stewart Jr. Community
2 Sacred Heart
2 St. Agnes
1 St. Francis of Assisi
2 St. John Vianney
2 St. Luke
2 St. Mary
2 St. Matthew
2 St. Michael
2 St. Paul Lutheran
2 Selby Community
2 Stevenson Community
1 T. J. Buell Elem.
2 T. N. Lamb Jr. High
2 Van Slyke Elem.
2 W. E. Martin Community
3 Walker Community
3 Washington Community
2 Zimmerman Community

FLUSHING
1 Flushing Community

GENESEE
2 Genesee Elem.
2 Genesee High

GOODRICH
2 Goodrich Area

GRAND BLANC
1 Grand Blanc
2 Holy Family
2 McGrath Elem.
2 Myers Elem.

GRAND RAPIDS
2 Aberdeen
2 Oakdale
2 Stocking Elem.

HAMTRAMCK
5 Copernicus Elem.
9 Copernicus Jr. High
3 Dickinson
2 Hamtramck High
3 Holbrook
3 Immaculate Conception
3 Kosciuszko Elem.
2 Our Lady Queen of Apostles
3 Pulaski
3 St. Florian
3 St. Ladislaus High

HAZEL PARK
*13 United Oaks Elem.

HOLLAND
2 Maplewood

LANSING
2 Barnes Ave.
1 Bingham
2 C. W. Otto Jr. High
1 Cavanaugh
1 Christiancy St.
2 Elmhurst
1 Everett Elem.
2 Fairview
1 Foster Ave.
2 Genesee St.
2 Gier Park
2 Grand River Ave.
2 High St.
2 Holmes St.
1 Horsebrook
3 Kalamazoo St.
2 Lewton
2 Lincoln
3 Lyons Ave.
1 Main St.
1 Maple Hill
3 Maplewood
2 Michigan Ave.
2 Moores Park
2 Mount Hope Ave.
1 Pleasant Grove
1 Pleasant View
3 Verlinden Ave.
1 West Junior High

LINDEN
2 Argentine
2 Linden Elem.
2 Linden Community High

MARCELLUS
3 Star

MT. MORRIS
1 Barber Elem.
1 Beecher-Buick Elem.
3 G. E. Montague Elem.
1 Klein St.
2 Mt. Morris Elem.
2 St. Mary

MT. PLEASANT
3 College Elem.
5 Fancher
5 Ganiard Elem.
2 Hulse
4 Kinney
3 Pullen Elem.

OKEMOS
2 Central Elem.

ROSEVILLE
2 Arbor
2 Chippendale
3 Eastland Elem.
3 Edgewood
2 Fountain
1 F. S. Kaiser
3 Lincoln Elem.
2 MacArthur Elem.
2 Pierce Elem.

ROYAL OAK
2 Upton Elem.

SHEPHERD
5 Shepherd Pub.

SWARTZ CREEK
1 Beebe
1 Doane
2 Rankin Elem.
2 Swartz Creek Elem.

TRAVERSE CITY
2 Central Grade
9 Oak Park Elem.
8 Traverse Hgts.

WEIDMAN
2 Weidman Community

Minnesota

CALUMET
2 Calumet

COLERAINE
3 Greenway High
2 Vandyke Elem.

DULUTH
4 Bryant Elem.
4 Central High
4 Chester Park
4 Cobb Elem.
4 Congdon Park
4 Denfeld High
4 East High
4 Emerson Elem.
4 Endion Elem.
4 Ensign Elem.
4 Fairmount Elem.

4 Franklin Elem.
4 Grant Elem.
4 Irving Elem.
4 Jackson Elem.
4 Jefferson Elem.
4 Kenwood Elem.
4 Lakeside Elem.
4 Laura MacArthur
4 Lester Park
4 Lincoln Elem.
4 Lincoln Jr. High
4 Lowell Elem.
4 Merritt Elem.
4 Morgan Park
4 Munger Elem.
4 Nettleton
3 Ordean Jr. High
4 Park Point Elem.
4 Piedmont Elem.
4 Riverside
2 Sacred Heart
2 St. Margaret Mary
4 Stowe
4 Washburn Elem.
4 Washington Jr. High
4 West Jr. High
1 Woodland Jr. High

FARIBAULT
5 Garfield

HIBBING
*15 Hibbing Public

INTERNATIONAL FALLS
2 St. Thomas

MARBLE
1 Olcott

MINNEAPOLIS
2 St. Cyril
2 St. Lawrence

PENGILLY
3 Pengilly

ROCHESTER
3 Jefferson

ST. PAUL
7 St. Paul Vocat.

WORTHINGTON
2 St. Mary's

Mississippi

AVON
3 Riverside Con.

BROOKHAVEN
5 Brookhaven Elem.
4 M. L. Martin Elem.

CLINTON
2 Clinton High

COLUMBUS
3 Demonstration

EDWARDS
1 Edwards High

GREENWOOD
4 Greenwood High
5 Greenwood Jr. High
3 North Greenwood
2 Stone St. Elem.
5 W. C. Williams

GULFPORT
4 Bayou View Elem.
2 Central Elem.
5 North Central Elem.
5 Northeast Ward

JACKSON
2 Baker Elem.
3 Barr
3 Boyd Elem.
1 Byram High
1 Clinton Blvd. Elem.
2 Duling Elem.
1 Forest Hill
5 French
1 G. N. Smith
3 Galloway Elem.
2 George Elem.
2 H. V. Watkins Elem.
2 J. Davis
1 Jones Elem.
1 L. R. Lester Elem.
4 M. B. Key Elem.
2 M. D. Sykes Elem.
3 N. C. McWillie Elem.
1 Oak Forest
1 P. Spann
3 Poindexter
2 Power Elem.
2 Provine High
1 Van Winkle Elem.
2 V. E. Lake
5 Whitfield

RAYMOND
1 Raymond High

TERRY
1 Terry Con.

UTICA
1 Utica High

Missouri

AFFTON
4 Affton Jr. High

GLENDALE
1 North Glendale

INDEPENDENCE
2 Nativity of B.V.M.

KANSAS CITY
2 Annunciation
2 Blenheim
3 Blessed Sacrament
2 Border Star
2 E. C. Meservey
2 East High
2 G. B. Langan
3 Graceland
3 Guardian Angels
3 Holy Cross
3 Holy Name
3 James
2 J. J. Pershing
1 J. K. Stark
3 Kensington
1 Linwood
2 M. Twain
3 Marlborough
1 McCoy Elem.
2 Northeast Jr. High
3 Our Lady of Good Counsel
3 Our Lady of Sorrows
2 Sacred Heart
3 St. Augustine
3 St. Francis Seraph
3 St. Francis Xavier
3 St. John the Baptist
3 St. Mary's
3 St. Michael's
3 St. Peter
3 St. Vincent's
2 Thacher
1 Southwest High
3 Visitation
3 Woodland

KIRKWOOD
3 Des Peres
1 Osage Hills
1 Rose Hill
1 H. Hough
3 Westchester

ST. JOSEPH
6 Benton High
6 Blair
6 Bliss Jr. High
4 Central High
3 Christian Bros. High
2 Convent of the Sacred Heart
6 Edison
6 Eugene Field Elem.
6 Everett Grade
6 Floyd Elem.
6 Hall
6 H. Mann
6 Hosea Elem.
6 Humboldt
6 Hyde Elem.
4 Immaculate Conception
6 Lafayette High
6 Lindbergh
5 M. Twain
6 McKinley Elem.
5 M. E. Miller
6 Neely Elem.
6 Noyes
6 Pershing Elem.
3 St. Francis Xavier
4 St. James
4 St. Joseph's Cathedral
4 St. Mary's
2 St. Patrick's
2 St. Stanislaus
4 Sts. Peter and Paul
6 Sherwood Elem.
6 South Park
6 Washington
6 Webster

ST. LOUIS
1 Central
1 Roosevelt High
1 Soldan High
2 Vashon High
1 W. McKinley High

SPRINGFIELD
1 Bailey-Kiwanis
1 Bingham
1 Bissett
2 Bowerman
1 Boyd
1 Campbell
1 Central High
1 Delaware Elem.
1 Doling Elem.
1 Eastwood Jr. High
1 E. V. Williams Elem.
2 Fairbanks Elem.
2 Fairview
1 Fremont
1 H. P. Study
1 Hillcrest High
2 Holland
2 Jarrett Jr. High
1 M. Twain
2 McDaniel
2 McGregor
1 Oak Grove Elem.
1 Parkview High
2 Pepperdine
1 Pershing Elem.
1 Phelps
1 Pipkin Jr. High
2 Portland
2 Reed Jr. High
1 Ritter
1 Robberson
2 Rountree
1 Shady Dell
1 Sherwood
1 Sunshine
2 Tefft Elem.
2 Watkins Elem.
1 Weaver Elem.
2 Weller
1 Westport
1 York

Nebraska

LINCOLN
4 Bancroft
4 Belmont Elem.
4 Bethany Elem.
4 Blessed Sacrament
3 Bryan
3 Calvert
4 Capitol Elem.
1 Culler Jr. High
4 Clinton
4 Eastridge Elem.
4 Elliott Elem.
4 Everett Jr. High
1 Garfield Elem.
4 Hartley
4 Havelock Elem.
4 Hawthorne
1 H. Hyatt Elem.
4 Holmes Elem.
4 Huntington
3 Irving Jr. High
3 Lake View Elem.
1 Lincoln Northeast High
2 Lincoln Southeast High
2 Merle Beattie
2 Millard Lefler Jr. High
3 Norwood Park
4 Park
3 Pershing Elem.
4 Prescott
4 Randolph Elem.
4 Riley
2 St. Mary's Cathedral
4 Saratoga
4 Sheridan
4 Whittier Jr. High
1 Willard Elem.

Nevada

LAS VEGAS
5 J. S. Park

RENO
4 Peavine Elem.

New Jersey

BLOOMINGDALE
3 Bloomingdale Pub.

BLOOMSBURG
1 W. Glen

CAMDEN
*11 Camden Pub.

CHATHAM TOWNSHIP
4 Lafayette Ave.

CLIFTON
1 Clifton Sch. #6
4 Clifton Sch. #14

CRANFORD
4 Brookside Place Elem.
2 Livingston

CRESSKILL
3 E. H. Bryan
3 Merritt Memorial

DUMONT
1 Lincoln

EAST KEANSBURG
3 E. Keansburg Pub.

EDISON TOWNSHIP
4 Bonhamtown

EDISON TOWNSHIP
4 Sand Hills

ELIZABETH
4 Elmora
1 N. M. Butler, #23

EMERSON
1 Memorial

FAIRVIEW
2 English Neighborhood

FRANKLIN LAKES
1 Sch. #1

FREEHOLD
1 Broad

GARFIELD
2 Garfield High

GARWOOD
1 Franklin
1 Lincoln
1 Washington

HACKENSACK
4 Fairmount
2 F. M. Hillers

HADDON HEIGHTS
3 Glenview Ave.
3 Haddon Hgts. High
3 Haddon Hgts. Jr. High
3 Kings Highway
3 Seventh Ave.

HADDONFIELD
3 W. R. Stafford
1 Woodcrest

HAMILTON TWP.
2 Yardville Hgts. Elem.

HASBROUCK HEIGHTS
2 Euclid
2 Lincoln

HILLSDALE
1 G. G. While

HILLSIDE
4 G. Washington
4 Hillside Ave.

LAKEWOOD
4 Clifton Ave. Grade

LINCROFT
4 Lincroft

LINDEN
2 Deerfield Terr., #9
2 J. E. Soehl Jr. High
4 McManus
4 Linden, #1
6 Linden, #2
4 Linden, #3
1 Linden, #4
4 Linden, #6
5 Linden, #7
4 Linden, #8

LITTLE SILVER
3 Little Silver Public

LIVINGSTON
2 Burnet Hill
3 Hillside

LODI
1 Wilson

LYNDHURST
1 Jefferson
3 River Road

MAHWAH
1 Holy Cross Lutheran

MARLBORO
2 Marlboro Grammar

MORGANVILLE
4 Morganville

MOUNTAINSIDE
4 Deerfield
4 Echobrook

NEW MARKET
8 New Market

NEWARK
3 Franklin
4 S. Seventeenth St.

NORTH ARLINGTON
4 F. D. Roosevelt
1 N. Arlington High
4 Washington

NORTHVALE
4 Nathan Hale
PALMYRA
2 Charles St.
PARK RIDGE
1 Park Ridge Pub.
PENNSAUKEN
4 B. Franklin
4 Collins Tract
PLAINFIELD
3 Bryant
2 D. D. Barlow
PRINCETON
2 Littlebrook
2 Valley Road
RAHWAY
5 Columbian
3 Franklin
3 G. Cleveland
3 Lincoln
3 Madison
2 Rahway High
3 Roosevelt
3 St. Mary's Parochial
4 Washington
RAMSEY
2 Elem., #1
RIDGEFIELD
3 Public, #3
RIVER EDGE
1 Cherry Hill
1 Roosevelt Elem.
ROSELLE PARK
4 Aldene
3 R. Gordon
2 Roselle Park High
2 Sherman
SADDLE BROOK
2 Cambridge
2 Franklin
SCOTCH PLAINS
4 Evergreen
SPRINGFIELD
3 E. V. Walton
3 F. M. Gaudineer
3 J. Caldwell
2 J. Dayton Regional High
3 R. Chisholm
TEANECK
1 Whittier Elem.
TRENTON
4 A. Reed
3 Cadwalader
3 F. R. Sayen Elem.
1 Gregory
4 Jefferson
3 Joseph Stokes Memorial
2 Jr. High, #2
4 Kuser Elem.
3 Parkway
4 Slackwood
4 W. G. Cook
UNION
4 Connecticut Farm's
2 Franklin
1 Livingston
WASHINGTON
4 Washington Twp. Con.
WENONAH
2 Wenonah Pub.
WEST ENGLEWOOD
1 W. Irving
WESTFIELD
3 B. Franklin
3 Columbus
3 Elm St.
3 Franklin Annex
3 Grant
3 Jefferson Elem.
3 Lincoln
3 McKinley
3 T. Roosevelt Jr. High
1 T. A. Edison Jr. High
3 Washington
3 W. Wilson
WESTVILLE GROVE
3 Westville Grove
WOODBURY
4 West End Memorial
YARDVILLE
4 Yardville

New Mexico

CARLSBAD
4 Carlsbad Sr. High
*10 Carver
*10 Craft
4 L. H. Pate Elem.
*10 Eddy Elem.
*10 Edison Elem.
*10 Eisenhower Jr. High
*10 Hillcrest
8 J. S. Smith Elem.
6 Malaga
5 Monterrey Elem.
7 Otis Elem.
3 Puckett Elem.
3 Riverside Elem.
*10 Roosevelt Elem.
7 Sunset Elem.
CLOVIS
1 R. E. Marshall Jr. High
LAS CRUCES
4 MacArthur
LOVINGTON
2 Lovington High
SANTA FE
1 Santa Fe High

New York

ADDISON
4 Addison Central
ALBANY
3 Public, #19
1 W. S. Hackett Jr. High
BEAVER DAMS
2 Beaver Valley Elem.
BLACK RIVER
3 Black River Branch-Carthage Central
BROCKPORT
2 Campus
BUFFALO
1 Center, #72
1 F. Masten Vocat. High
1 H-C Tech. High
1 Lafayette High
*11 McKinley Vocat. High
2 Riverside High
2 Sch. #1
1 Sch. #2
2 Sch. #3
1 Sch. #6
1 Sch. #9
1 Sch. #15
1 Sch. #18
1 Sch. #19
1 Sch. #22
1 Sch. #23
2 Sch. #24
1 Sch. #27
2 Sch. #28
1 Sch. #32
1 Sch. #33
1 Sch. #36
2 Sch. #39
2 Sch. #41
2 Sch. #42
2 Sch. #43
2 Sch. #50
1 Sch. #51
2 Sch. #52
2 Sch. #53
2 Sch. #56
2 Sch. #57
1 Sch. #58
1 Sch. #59
2 Sch. #60
1 Sch. #61
1 Sch. #62
1 Sch. #63
1 Sch. #66
1 Sch. #67
2 Sch. #69
1 Sch. #70
1 Sch. #71
1 Sch. #77
2 Sch. #78
2 87 Jr. High
1 Seneca Vocat. High
1 South Park High
CORNING
2 Caton Elem.
1 E. Corning Elem.
*10 F. Carder
2 K. Phillips Elem.
6 Northside Gregg Gram.
4 S. Corning
2 Winfield Elem.
*10 W. E. Severn
EAST MEADOW
3 Woodland Jr. High
EGGERTSVILLE
4 Windermere Blvd. Elem.
FELTS MILLS
3 Felts Mills Branch
FLORAL PARK
9 Sewanhaka High
FREDONIA
2 Campus
HUNTINGTON STATION
2 Silas Wood
LARCHMONT
*15 Chatsworth Ave.
MAMARONECK
2 Mamaroneck Ave.
8 Mamaroneck Central
6 Mamaroneck Jr. High
MARATHON
5 Marathon Central
MOUNT VERNON
2 Lincoln Elem.
2 M. S. Graham
NASSAU
4 Nassau
NEW HYDE PARK
3 New Hyde Park Memorial Jr.-Sr. High
OSWEGO
1 Campus
PAINTED POST
1 C. U. Smith
2 Erwin Valley
1 F. F. Pierce
2 Lindley-Presho
2 Painted Post Elem.
ROCHESTER
*10 Brighton Schs., Dist. 1
ROME
6 Central N. Y. Sch. for the Deaf
ST. JOHNSVILLE
7 St. Johnsville Central
SYRACUSE
2 A. S. Huntington
2 Bellevue
2 Blodgett Vocat. High
2 Brighton
2 Central High
2 C. Andrews
2 Cleveland
2 Clinton
2 Croton
2 Danforth
2 Delaware
2 Eastwood High
2 E. Smith
2 Elmwood Elem.
2 Franklin
2 Frazer
2 Garfield
2 G. Washington
2 Gere
2 Grant Jr. High
2 H. W. Smith Tech. & Indus. High
2 Jefferson
2 J. T. Roberts
2 J. Van Duyn
2 Lincoln Jr. High
2 Madison
2 McKinley
2 Merrick
2 Nichols
2 North High
2 Onondaga Valley Acad.
2 Percy Hughes
2 Pere Le Moyne Elem.
2 Porter Jr. High
2 Prescott
2 Salem Hyde
2 Salina
2 Seymour
2 Sumner
2 Taft
2 T. A. Levy Jr. High
2 T. Roosevelt Jr. High
2 T. W. Meachem
2 Tompkins
2 W. Irving
2 Webster
2 W. Nottingham High
WATERTOWN
1 Arsenal St.
1 Boon St.
1 Cooper
1 Sherman
1 Starbuck
1 State St.

North Carolina

ALBERMARLE
1 Central Elem.
ASHEVILLE
1 A. C. Reynolds High
1 Woodfin Elem.
BURLINGTON
1 Hillcrest Ave. Elem.
CHARLOTTE
3 Cotswold
1 Hoskins
1 Merry Oaks
1 Oakhurst
COLUMBIA
1 Columbia High
DURHAM
1 Holloway St.
FAYETTEVILLE
9 Massey Hill High
GREENSBORO
1 Curry
HAZELWOOD
1 Hazelwood
KINSTON
1 Teachers Memorial
LEMON SPRINGS
4 Greenwood
LEXINGTON
1 Midway
LINWOOD
1 W. Davidson High
LUMBERTON
1 Tanglewood Elem.
MOORESVILLE
2 Brawley Elem.
2 Shepherd Elem.
MT. GILEAD
1 Highland
NEW BERN
1 Croatan
RALEIGH
1 J. Daniels Jr. High
1 Sherwood-Bates
ROCKY MOUNT
1 R. M. Wilson Jr. High
SALISBURY
3 A. T. Allen
SANFORD
3 Deep River
4 Lee Elem.
4 New Hope
SHELBY
1 Morgan
SOUTHMONT
1 Southmont
STATESVILLE
2 Ebenezer Elem.
2 Mulberry St.
2 Scotts Rosenwald
2 Sharon
WEBSTER
1 Webster
WILMINGTON
1 Lake Forest Jr. High

North Dakota

BISMARCK
2 Bismarck High
DENHOFF
1 Denhoff
JAMESTOWN
5 Jamestown High

Ohio

AKRON
2 A. Jackson
2 A. T. Case
2 Bath Elem.
5 B. Jane
2 E. Sr. High
2 Findley
2 Firestone Park
6 Forest Hill
1 Fraunfelter Elem.
4 G. Barber
2 Goodrich Jr. High
2 Hatton
2 Highland Park
7 Hotchkiss
6 J. C. Ritzman
6 Lane

1 King
2 Leggett
2 Maple Valley
2 Margaret Park
4 Mason
2 McEbright
4 Portage Path
1 Rankin
2 St. Hedwig
1 St. Peter
2 Schumacher
6 Seiberling
4 Thomastown Elem.
3 W. Jr. High

BARBERTON
1 Central Elem.
1 Decker Elem.
1 Lincoln Elem.
1 Memorial Elem.
1 Oakdale
1 Rose Elem.
2 St. Augustine
1 U. L. Light Jr. High
1 Woodford Elem.

CAMPBELL
1 Gordon
1 McCartney
1 Memorial High
1 Penhale Elem.
1 Reed
1 St. John the Baptist (P)
2 St. John the Baptist (S)

CANTON
1 J. K. Baxter
1 St. Joan of Arc

CINCINNATI
1 Cheviot
3 Covedale
2 Holy Cross—Mt. Adams
1 J. Kilgour
1 Our Lady of Angels High
2 Pleasant Ridge
1 R. A. Taft
1 Roselawn
3 Seton High

CLEVELAND
2 Case Woodland Elem.
2 Longwood Elem.
1 N. Hawthorne
1 Woodward High
2 St. Aloysius
2 St. Josaphat
2 St. Mel
2 St. Stanislaus
2 St. Vincent de Paul
2 Sts. Philip and James
2 Wade Park

COLUMBUS
2 Edison Elem.
1 Mohawk
2 Stevenson Elem.

CUYAHOGA FALLS
1 H. A. Preston Elem.
1 Lincoln

DAYTON
1 Hickorydale
1 Kemp Elem.
1 Rolling Fields
2 Lewton

EUCLID
5 B. Franklin Elem.
5 Euclid Central Jr. High
5 Euclid Sr. High
2 Glenbrook Elem.
4 Lincoln Elem.
3 Memorial Park Elem.
6 Noble Elem.
5 Roosevelt
2 R. H. Erwine Elem.
5 T. Jefferson Elem.
2 Wells Elem.

EXCELLO
4 Middletown Amanda

FAIRVIEW PARK
2 Coffinberry

GIRARD
2 St. Rose

HAMILTON
5 Adams Elem.
8 Buchanan Elem.
*10 Fillmore Elem.
4 Grant
*13 Hamilton High
9 Harrison Elem.
5 Jackson
3 Jefferson Elem.
*10 Madison
2 McKinley
*10 Pierce Elem.
5 Polk Elem.
4 St. Ann
4 St. Joseph
1 St. Mary
3 St. Peter in Chains
1 St. Veronica
*10 Taylor
3 Van Buren Elem.

KENT
8 Kent State Univ.

KETTERING
1 Beavertown Elem.
1 Greenmont Elem.
1 Dorothy Lane
1 Oakview Elem.
1 R. E. Miller
2 Meadow Lawn
1 Orchard Park
2 Southdale Elem.
1 Southern Hills

LAKEWOOD
2 Franklin
1 Grant
*11 Lakewood High
3 Lincoln
4 Madison Elem.
3 McKinley Elem.
2 St. James

LIMA
1 Edison Elem.

LORAIN
2 St. Anthony
2 St. Mary

LOWELLVILLE
1 Lowellville (N. S.)

MAPLE HEIGHTS
2 St. Wenceslas

MASSILLON
1 St. Barbara

MIDDLETOWN
6 Central
4 Holy Trinity
6 Jefferson
6 Lincoln Elem.
4 Oneida
2 St. John
2 Sherman
2 Spring Hill
6 W. H. Taft
6 W. Wilson Elem.

MONROE
2 Monroe Elem.

PARMA
2 Broadview
2 J. Muir
2 Pearl Rd.
3 Renwood
3 Ridge-Brook Elem.
2 Ridge Road Elem.
2 Sts. Peter & Paul
1 Thoreau Park

PARMA HEIGHTS
1 Parma Park

PETERSBURG
1 Springfield Local High

POLAND
1 Holy Family

ROCKY RIVER
2 St. Christopher

SPRINGFIELD
2 Elmwood

STRUTHERS
1 Center St.
1 Fifth St.
1 Highland Ave.
1 Sexton St.
1 Lyon Plat
2 St. Nicholas

TOLEDO
1 Arlington
1 Beverly
2 Chase
4 Edgewater
4 Fulton
4 Glenwood
2 Gunckel
4 Heather Downs
4 Holy Rosary
3 Jessica Marshall
2 LaGrange
4 Lincoln
4 Longfellow
3 McKinley
1 Monroe
2 Nathan Hale
3 Oakdale
4 Old Orchard
1 Ottawa River
4 Pickett Elem.
3 Point Place
4 Roosevelt Elem.
4 St. Adalbert
4 St. Agnes
2 St. Francis De Sales
4 St. Hedwig
1 St. Mary
4 St. Pius X (Ilger Dr.)
4 St. Teresa's
3 St. Vincent de Paul
3 Spring
1 Stickney
2 Trinity Lutheran
4 Walbridge
3 Warren Elem.
3 Washington
4 Westfield
4 Whittier

WAPOKONETA
2 Centennial

WARREN
1 Christ Our King

WOOSTER
2 St. Mary

YOUNGSTOWN
4 Adams
4 Bancroft
2 Bennett
2 Cardinal Mooney High
4 Chaney High
4 Cleveland Elem.
4 Coitsville Center
4 Covington
4 East High
4 Elm
4 Garfield
4 Harding
1 Harrison
2 Hayes Jr. High
4 Holy Name
4 Immaculate Conception
4 Jackson
4 J. Hillman Jr. High
4 Jefferson
2 J. White
2 J. G. Butler, Jr.
4 Kirkmere
4 Lincoln
4 Madison
4 McKinley
2 Monroe Elem.
4 North High
2 Our Lady of Perpetual Help
2 Princeton Jr. High
3 Roosevelt
2 Sacred Heart
4 Saint Ann
4 St. Brendan
4 St. Casimir
1 St. Charles
4 St. Christine
4 St. Columba Cathedral
4 St. Dominic
4 St. Edward Elem.
2 St. Elizabeth
4 St. Joseph
4 St. Matthias
4 St. Patrick's
4 St. Stanislaus
4 Sts. Cyril and Methodius
1 Sts. Peter & Paul
2 Science Hill Elem.
4 Sheridan Elem.
4 South High
4 Stambaugh
4 Taft
4 The Rayen
4 Tod
4 U. S. Grant
4 Ursuline High
4 W. P. Williamson
2 W. Richey
4 Washington
3 Thorn Hill
4 West Elem.
1 West Jr. High
4 W. Wilson High

Oklahoma

LAWTON
2 B. C. Swinney
4 Garfield

OKLAHOMA CITY
7 Andrew Johnson
5 Belle Isle Elem.
9 Britton Elem.
1 C. Coolidge
8 Capitol Hill Jr. High
2 Capitol Hill Sr. High
4 Carver Elem.
5 Central High
4 C. A. Arthur
2 Classen Jr.-Sr. High
6 Columbus Elem.
2 Coolidge
1 Creston Hills
7 Culbertson
2 Douglass High
5 Edgemere
4 Eugene Field
8 F. Kaiser Elem.
2 F. Pierce
2 Garden Oaks
6 Gatewood Elem.
2 Harmony Elem.
2 Hawthorne
2 Heronville
1 I. Page
6 J. A. Garfield
2 J. K. Polk
4 J. Davis
3 J. Madison
2 J. Monroe Elem.
6 J. Adams
3 J. Marshall Jr.-Sr. High
3 J. Tyler Primary
1 Lafayette
5 Lee Elem.
6 Lincoln Elem.
7 Linwood
4 Longfellow
4 L. Burbank
2 M. Twain
7 M. Van Buren Elem.
6 Mayfair Elem.
5 M. Fillmore
6 Nichols Hills Elem.
4 N.W. Classen High
2 Putnam Hgts.
2 Rancho Village
3 Ridgeview
2 Riverside
6 Rockwood Elem.
1 Ross
1 Shidler
1 Stand Watie
3 Taft High
1 T. A. Edison
3 U. S. Grant Jr.-Sr. High
3 Valley Brook
5 W. J. Bryan
8 Walnut Grove
2 Washington
6 W. Nichols Hills
3 Wheeler
3 Willard
6 W. H. Harrison
3 W. McKinley Elem.
1 W. Wilson
7 Z. Taylor Elem.

TULSA
3 A. G. Bell Jr. High
1 A. Carnegie Elem.
2 A. Jackson Elem.
4 Barnard Elem.
3 B. T. Washington High
4 Bryant Elem.
4 Burbank Elem.
2 Carver Jr. High
4 Celia Clinton
3 Central High
3 Charles S. Johnson
4 Charles W. Eliot
4 Cherokee Elem. & Jr. High
2 Chouteau Elem.
3 Clinton Jr. High
4 D. Webster High
4 Dunbar Elem.
3 Edison Jr.-Sr. High
1 Eisenhower Elem.
3 Emerson Elem.
3 Eugene Field
2 Franklin Elem.
1 F. Douglass
3 G. Washington
4 G. Cleveland Jr. High
2 Hamilton Jr. High
4 Hawthorne Elem.
2 H. Hoover Elem.
3 H. Mann Jr. High
3 Irving
2 J. Madison Jr. High
2 J. W. Riley Elem.
4 J. Adams
3 Jefferson
3 J. Burroughs
3 J. Marshall Elem.
4 J. Ross

4 Kendall
3 Lee Elem.
1 Lilah Lindsey
3 Lincoln Elem.
4 Lindbergh Elem.
2 Lombard Elem.
3 Longfellow
4 L. Alcott Elem.
3 Lowell Elem.
3 Lowell Jr. High
2 MacArthur Elem.
3 M. Twain
3 McClure Elem.
1 Monroe Jr. High
2 Morse Elem.
3 O. W. Holmes Elem.
4 Osage Elem.
3 Owen
2 Park Elem.
3 P. Henry Elem.
3 P. Revere Elem.
4 Pershing
4 R. J. Bunche Elem.
3 Riverview Elem.
3 Robertson Elem.
3 Roosevelt
4 S. Houston Elem.
4 Sequoyah Elem.
4 S. Lanier
4 S. Haven Elem.
3 Springdale
3 Washington Sr. High
3 Whittier Elem.
2 W. Rogers High
4 W. McKinley Elem.
4 W. Penn Elem.
3 W. Wilson Jr. High

Oregon

EUGENE
2 I. Patterson
2 Westmoreland
2 Willagillespig
GOSHEN
4 Goshen Elem.
LEABURG
3 Leaburg Elem.
MEDFORD
4 Hedrick Jr. High
1 Hoover
9 Jackson
4 Jefferson
9 Lincoln
5 McLoughlin Jr. High
3 Oak Grove
9 Roosevelt
9 Washington
3 W. Side Elem.
1 Wilson Elem.
MOHAWK
2 Mohawk Elem.
PORTLAND
1 Gregory Hgts.
SPRINGFIELD
3 Brattain Elem.
2 Camp Creek Elem.
2 E. Page Elem.
3 Maple Elem.
2 Mill St. Elem.
3 Moffitt
2 Mt. Vernon
1 Springfield Sr. High
3 Thurston Elem.
WALTERVILLE
2 Walterville

Pennsylvania

ABINGTON
3 Highland
1 Park Elem.
ALIQUIPPA
4 Five Points Elem.
2 Highland
2 Jones
3 New Sheffield
ALLENPORT
2 Allenport
ALLENTOWN
1 Allentown High
2 Garber-Horne Elem.
2 H. W. Dodd
2 Jefferson
2 McKinley Elem.
2 Mosser Elem.
4 Muhlenberg
2 Sheridan
1 S. Mountain Jr. High
2 Union Terr. Elem.
1 Wilson
ALTOONA
1 Pleasant Valley
ASPINWALL
3 Aspinwall Elem.
BATH
1 Moore Twp. Con.
BANGAR
1 Roosevelt Elem.
BEAVER FALLS
2 Central Elem.
2 Fifth Ave. Elem.
2 Fifth St. Elem.
2 Eleventh St. Elem.
1 Patterson Twp.
BELLE VERNON
2 La Grange Elem.
BETHLEHEM
3 Brougal Jr. High
2 Buchanan
4 Calypso
4 Central
4 Donegan
2 Edgeboro Elem.
3 Fairview
3 Franklin
2 G. Wolf
2 Hamilton Elem.
2 Higbee
3 Jefferson
3 Lafayette
3 Lincoln
3 Lindbergh
3 Madison
3 Monocacy
4 Nitschmann Jr. High
3 Packer
3 Penn
4 Rosemont
1 Washington Jr. High
BIRDSBORO
3 Robeson Twp. Elem.
BRADFORD
1 Third Ward
BRESSLER
1 Bressler Grade
BROUNFIELD
1 Brounfield
BUTLER
2 Broad St.
1 Meridian
1 Northwest
4 West End
CAMBRIDGE SPRINGS
4 Cambridge Springs Elem.
CAMPBELLTOWN
3 Campbelltown
CLEARFIELD
3 Hillsdale
1 Third Ward
CONFLUENCE
2 Turkeyfoot Valley Joint
CONYNGHAM
2 Conyngham Borough
DALLAS
2 Dallas Borough Elem.
DELTA
1 Delta-Peach Bottom
DRUMS
2 Butler Twp. Con.
DUNMORE
2 E. Field
1 Franklin
EAGLEVILLE
2 Eagleville Elem.
EAST PITTSBURGH
9 E. Pittsburgh Pub.
EAST STROUDSBERG
7 Campus Lab.
EASTON
2 Avona
2 Centennial
3 Cottingham
1 Easton High
3 F. A. March
3 Forks Con.
3 Franklin
5 Palmer Twp. Con.
3 Porter Elem.
2 S. E. Shull Jr. High
2 Taylor
3 Vanderveer
3 Webster
4 Wilson Borough Area Joint High
4 Wolf Jr. High
ELKINS PARK
1 McKinley Elem.
ERIE
*10 Academy High
3 Asbury Elem.
4 Belle Valley Elem.
5 Burns Elem.
6 Burton
8 Columbus
7 East High
5 Edison Elem.
*10 Emerson Elem.
6 Garfield Elem.
6 Glenwood
5 Gridley Jr. High
5 G. Cleveland Elem.
7 Hamilton Elem.
6 Harding Elem.
1 Holy Family
1 Holy Rosary
2 Holy Trinity
6 Irving
5 Jefferson Elem.
1 J. Connell
5 J. C. Diehl Elem.
6 Jones
3 Kearsarge Elem.
4 Lakewood
7 Lincoln Elem.
5 Longfellow Elem.
6 Marshall Elem.
6 McKinley Elem.
3 Memorial Jr. High
4 Montclair
1 Mount Calvary
9 Penn Elem.
9 Perry
4 Ridgefield Elem.
6 Roosevelt Jr. High
1 St. Andrew
2 St. Hedwig
1 St. John
1 St. Joseph
1 St. Luke
1 St. Mary
1 St. Patrick
1 St. Paul
1 St. Peter's
1 St. Stanislaus
*10 Strong Vincent High
*10 Technical High
3 Tracy
1 Vernondale
7 Washington
8 Wayne Elem.
6 Wilson Jr. High
ERNEST
1 Ernest Pub.
FAIRVIEW
2 Fairview
FORD CITY
1 Bethel Twp. Elem.
FORTY FORT
1 Durkee
FRANKLIN
2 St. Patrick
FREELAND
2 D. Coxe Memorial
GIRARD
1 Rice Ave. Union High
GLEN LYON
2 Roosevelt
GLEN RICKEY
3 Glen Rickey Con.
GLENSIDE
2 Glenside-Weldon
GRANTVILE
3 E. Hanover Elem.
GREENSBURG
2 Harrold Jr. High
GROVE CITY
2 Central
1 Junior High
1 Lincoln
HANOVER
1 Clearview Elem.
2 Conewago Twp.
2 Hanover St.
1 Penn St.
3 Walnut St. Elem.
2 W. Manheim Elem.
HARRISBURG
3 E. H. Phillips—Hainlyn Schools
1 N. Side Elem.
2 Webster
HAZLETON
3 Arthur St.
5 D. A. Harman Grade
1 Green St. Pub.
4 Mother of Grace
2 Poplar St. Pub.
2 St. Gabriel High
1 St. John's
2 Walnut St.
HOME
3 Rayne Twp. Con.
HUMMELSTOWN
3 Hummelstown Elem.
HYDE
1 Hyde
JERSEY SHORE
1 Broad St.
JIM THORPE
2 Asa Packer Elem.
JOHNSTOWN
2 Bheam
2 Chestnut St.
2 Dilbert
2 Horner St.
2 Hudson St.
2 Maple Park
2 Meadowvale
2 Oakhurst
2 Oakland
2 Osborne
2 Park Ave. Pub.
2 Riverside
2 Roxbury
2 St. Benedict
2 St. John Gualbert
2 St. Rochus
2 St. Stephen
2 Somerset St.
2 Union
2 Village St. Pub.
2 Washington
2 Woodvale
KITTANNING
3 Garetts Run
2 Pine Hill
LAMAR
2 Porter Twp. Elem.
LAMPETER
1 Lampeter—Strasburgh High
LANDISVILLE
2 Landisville Elem.
LANGELOTH
4 Langeloth
LANSDALE
4 Oak Park Elem.
4 York Ave.
LEBANON
1 Franklin Elem.
1 Garfield
3 Southwest Elem.
1 Washington
LINDEN
2 Woodward Elem.
LOCK HAVEN
1 Lincoln Elem.
LUCERNE MINES
3 Lucerne
LUDLOW
1 Ludlow
MANCHESTER
1 Manchester Elem.
MANORVILLE
2 Manorville
MARION CENTER
1 Marion Center Elem.
McADOO
1 McAdoo Elem.
MONACA
1 Fourth Ward
MONROEVILLE
2 Bellwood
MUNCY
1 Muncy Elem.
NAZARETH
1 Bushkill Twp. Elem.
1 Plainfield Twp. Elem.
NEW CASTLE
1 Arthur McGill
1 Rose Ave.
NEW KENSINGTON
2 Edgewood Elem.
3 Greenwald Memorial
3 Valley Hgts.
NORTH HILLS
3 North Hills
NORVELT
2 Norvelt
NUREMBERG
1 North Union Twp.
OIL CITY
2 Hasson Hgts.
ORELAND
4 Enfield Elem.
PHILADELPHIA
4 A. D. Harrington
4 A. S. Jenks
5 A. Adaire
5 A. Wilson
5 A. Vare
4 A. D. Bache
1 A. Henry
5 A. K. McClure
5 A. Cary

4 Allison
5 A. J. Morrison
5 A. Jackson
5 A. B. Day
4 A. Wayne
4 Barratt Jr. High
5 B. B. Comegys Pub.
2 B. Taylor
6 B. Crispin
5 B. Franklin Elem.
1 Birney
6 Blankenburg
6 Bridesburg
6 Bryant
5 Carroll
3 Cedar Road Elem.
1 C. E. Bartlett Jr. High
1 C. W. Henry
4 C. Y. Audenried
5 City Center
1 D. Landreth
6 J. F. McCloskey
3 Drew-Kendrick
5 E. A. Poe
5 E. C. Emlen Elem.
5 E. M. Stanton
4 E. Falls
3 E. Gideon
6 E. H. Fitler
2 E. Heston
3 E. M. Paxson
2 Ellwood
1 E. Allen
5 F. A. Bregy
5 Fairhill
5 Ferguson
6 Finletter
5 FitzSimons Jr. High
5 Fox Chase Elem.
4 F. M. Drexel
4 F. Read
5 F. Smedley
2 G. W. Childs Elem.
3 Gen. J. F. Reynolds
5 Gen. G. A. McCall Elem.
2 G. Brooks
4 G. C. Clymer
5 G. Chandler
5 G. Sharswood
5 G. Spruance
6 G. Cleveland
3 G. S. Benson
6 H. A. Brown
5 H. J. Widener Pub.
1 H. Disston
1 H. W. Lawton
6 H. W. Longfellow
6 H. B. Hackett Elem.
5 I. A. Sheppard
5 J. H. Moore
5 J. W. Catharine
4 J. Alcorn Elem.
5 J. Elverson Jr. Pub.
6 J. G. Blaine
4 J. L. Claghorn
4 J. R. Ludlow Elem.
4 J. Rhoads
4 J. R. Lowell
1 J. Cooke Jr. High
3 J. Cook Elem.
5 J. B. Stetson Jr. High
3 J. Bartram High
4 J. G. Whittier Pub.
5 J. H. Taggart Pub.
4 J. H. Webster
5 J. Hancock
4 J. L. Kinsey
*14 J. M. Patterson
1 J. Marshall Elem.
3 J. Moffet
4 J. Sartain Pub.
2 J. Story Jenks
5 J. Welsh Pub.
3 J. E. Hill
6 J. Leidy
6 J. Pennell Elem.
3 J. W. Howe
1 Kearny
2 Kenderton
5 K. C. Crossan
1 L. W. Waring
5 Lawndale
1 Lehigh
6 L. C. Cassidy
1 L. Elkin Pub.
2 Logan
3 L. Darrah
6 M. H. Stanton
2 Mastbaum Vocat. Tech. High
3 Mayfair
6 McIntyre Pub.
5 Meade
4 M. E. Leeds Jr. High
5 M. McMichael
3 M. Dobbins Vocat.-Tech.
6 Northeast Village
5 O. W. Holmes Elem.
3 Olney Elem.
5 Overbrook Elem. Pub.
3 Overbrook High
6 P. L. Dunbar
5 Penn Treaty Jr. High
2 P. H. Sheridan
3 Pratt-Arnold
6 R. S. Walton
1 R. L. Wright
5 Richmond
6 R. E. Lamberton
5 R. Fulton
4 R. Morris Elem.
5 Roxborough High
3 R. H. Conwell Pub.
6 S. W. Mitchell Pub.
5 S. B. Huey
2 S. Gompers
5 S. S. Fels Jr. High
2 S. W. Pennypacker
1 Sayre Jr. High
1 Shaw Jr. High
2 Solis-Cohen
6 Southwark
3 Spring Garden
6 S. A. Douglas
2 Sullivan
3 Sulzberger Jr. High
1 T. G. Morton
6 T. M. Peirce
6 T. Stevens
2 T. Creighton
5 T. Holme
4 Thomas Jr. High
6 T. McKean
3 T. Potter
1 W. S. Peirce
2 W. G. Smith
2 W. G. Harding Jr. High
2 W. Comly
1 Willard
5 W. B. Hanna
3 W. B. Mann
6 W. C. Longstreth Pub.
3 W. D. Kelley
4 W. Dick
5 W. F. Harrity
1 W. F. Miller
1 W. H. Ziegler
5 W. H. Harrison
5 W. Hunter
5 W. McKinley Pub.
3 W. Penn High
1 W. Rowen
6 W. S. Stokley
5 W. T. Tilden Jr. High
5 W. & E. Martin Pub.
3 Wissahickon Elem.
5 W. Wilson Jr. High

PINE GROVE
1 Pine Grove Area High

PITTSBURGH
5 Allegheny High
5 Allegheny Vocat. High
5 Allen
5 Allison
5 American Ave.
5 Arsenal Elem.
2 Arsenal Girls' Vocat. High
1 Bane
3 Banksville
4 Baxter Elem.
5 Beechwood Pub.
5 Belmar
5 Beltzhoover
3 Boggs Ave.
5 Brookline
5 Burgwin Elem.
5 Carmalt
2 Chatham
5 Clayton
5 Colfax
5 Columbus Elem.
5 Concord
4 Connelley Vocat. High
5 Crescent
2 D. B. Oliver High
5 D. Webster
5 Dilworth
5 E. Park Elem.
5 East St.
1 Fairview
2 Fairywood
1 Fifth Ave. High
5 Fineview
5 Forbes
4 Ft. Pitt
5 Friendship
5 Fulton Elem.
5 Gladstone Elem. & Jr. High
5 Greenfield Elem. & Jr. High
5 H. C. Frick
2 Halls Grove
5 Harwood
3 Hays
5 H. Hill Jr. High
5 Holmes
1 Homewood Elem.
5 H. Mann
1 Irwin Ave. Girls' Vocat. High
3 J. E. Rogers
2 J. Minadeo Elem.
5 J. Morrow
5 Knoxville Elem.
5 Larimer
5 Lemington
5 Letsche
5 Liberty Elem.
2 Lincoln
5 Linden
1 Madison
5 M. J. Cowley
2 McCleary Elem.
1 McNaugher Elem.
3 Mifflin Jr. High-Elem.
3 Miller
5 Morningside
5 Morse
2 Oakwood
1 Osceola Elem.
5 Overbrook Elem.
1 Park Place
4 P. Murray Elem.
1 Phillips
5 Prospect Elem.
5 Regent Square
3 R. L. Vann
5 Schiller
5 South Jr.-Sr. High
5 South Vocat. High
5 Spring Garden
4 Spring Hill
5 Spring Lane
5 Sterrett
5 Sunnyside
1 Swissholm Elem.
2 T. Stevens
3 T. Jefferson Elem.
5 Troy Hill
4 Turner
2 Vern Ridge
5 W. H. McKelvy Elem.
2 Washington Vocat. High
5 West Liberty
2 Westinghouse High
5 Whittier
4 Woods Run
2 Woolslair

PORTAGE
1 Portage Area

POTTSVILLE
1 Garfield Build.
1 Jackson St.
1 Minersville St.
1 Mt. Hope
1 Yorkville

QUAKERTOWN
2 Quakertown Community Jr. High

QUINCY
2 Winter Bldg.

RACINE
1 Homewood

ROCHESTER
3 Adams St.

ROSLYN
4 Roslyn Elem.

ST. MARYS
1 St. Marys Area

SAYRE
1 Elmer Ave.

SCRANTON
1 A. Lincoln, #14
3 A. Hamilton, #19
2 Bancroft, #34
1 B. Rush, #24
4 C. Sumner
3 J. Madison
3 J. J. Audubon
2 Nativity of Our Lord
1 P. Henry, #23
1 Scranton Hebrew Day Sch.
1 S. Girard
1 T. Jefferson
1 U. S. Grant
2 W. Wilson, #47

SHENANDOAH HTS.
1 W. Mahanoy Twp.

SHIPPENSBURG
2 J. W. Kline

SINKING SPRINGS
2 Lower Heidelberg Twp.

SOUTH WILLIAMSPORT
1 Central Grade
1 Mountain Ave. Elem.

SPANGLER
2 Holy Cross
2 St. Patrick

STONEBORO
1 Lakeview Jt. Con. High

SUGARLOOF
3 Sugarloof Twp.

TRESCKOW
3 Tresckow

TRUCKSVILLE
2 Trucksville Elem.

UNIONTOWN
1 Central

VALENCIA
2 Middlesex Twp. Con.

VENUS
1 Pinegrove Elem.

VINTONDALE
1 Vitondale Elem.
1 Wehrum

WARREN
3 Jefferson

WEBSTER
2 Webster

WESLEYVILLE
3 Wesleyville Pub.

WEST HAZLETON
1 W. Hazleton Jr.-Sr. High

WILKINSBURG
3 Johnston Elem.
3 Kelly Elem.
4 Semple

WILLIAMSPORT
1 A. G. Curtin Jr. High
2 B. Franklin
2 Franklin-Old Lycoming
3 G. Washington Elem.
1 T. Jefferson

WILLOW GROVE
2 Woodlawn Elem.

WINDSOR
2 Windsor Borough

YORK
2 A. D. Goode Elem.
3 Franklin Elem.
3 J. L. Devers Elem.
1 Jefferson
3 Lightner
4 Lincoln Elem.
4 Madison
4 Stevens
3 T. Roosevelt
3 W. Penn Sr. High
3 Wilson Elem.

Rhode Island

PROVIDENCE
2 Oxford St.
2 S. W. Bridgham Jr. High

South Carolina

COLUMBIA
3 Satchel Ford Rd.

JOHNSONVILLE
1 Vox Elem.

NORTH CHARLESTON
3 N. Charleston High

South Dakota

HOT SPRINGS
1 Lower Elem.

HURON
1 Jefferson
1 Madison
2 McKinley
1 Washington
1 Wilson

SIOUX FALLS
2 Axtell Park Jr. High
4 Bancroft
2 Bryant Elem.
2 Cathedral Grade
2 Cathedral High
2 Christ the King
2 Cleveland Elem.
2 Edison Jr. High
4 Emerson
4 E. Field Elem.
4 Franklin
1 Garfield
4 General Beadle
4 Hawthorne Elem.
4 H. Mann
2 Irving
2 J. Adams
4 Jefferson
2 L. Wilder
4 Lincoln Elem.
2 Little Flower
4 Longfellow
4 Lowell
4 M. Twain
2 Riverside
2 St. Mary's Parochial
4 S. Sioux Falls
4 Washington High
1 Whittier Jr. High

Tennessee

ANTIOCH
3 Mt. View
CHATTANOOGA
1 White Oak Elem.
CLARKSVILLE
1 Moore Elem.
COOKEVILLE
2 Jere Whitson
CUNNINGHAM
3 Montgomery Central
DANDRIDGE
1 Dandridge Elem.
DAVIDSON COUNTY
4 Old Center Elem.
DONELSON
5 Stanford
ELBRIDGE
3 Cloverdale
ERWIN
2 Fishery
FINLEY
3 Finley Elem.
GOODLETTSVILLE
1 Goodlettsville Elem.
HERMITAGE
4 Dodson
HUNTINGDON
3 Hale Jr. High
JOELTON
3 Joelton Elem.
JOHNSON CITY
1 A. W. Stratton
1 E. Tenn. State Col. Training
2 N. Side Elem.
1 W. Side Elem.
KINGSPORT
8 A. Lincoln
1 A. Johnson
2 Bell Ridge Elem.
1 Jackson
3 Kingsley Elem.
1 Washington-Lee
KNOXVILLE
2 Belle Morris
1 Brownlow
1 Claxton
1 Christenberry Jr. High
3 Eastport
2 Flenniken
1 Ft. Sanders
8 Fulton High
1 Giffin Elem.
1 Holston Jr.-Sr. High
2 Holy Ghost
1 Inskip Elem.
1 Lincoln Park
1 Lockett
1 Lonsdale Elem.
2 McCallie
1 McCampbell Elem.
3 Mooreland Hts.
2 Moses
1 Mt. Olive Elem.
2 Oakwood
1 Perkins
2 Rocky Hill Elem.
1 Sequoyah Elem.
3 Shannondale
1 W. Hills Elem.
1 W. View Elem.
LENOIR CITY
2 Walnut St.
LEWISBURG
2 Mooresville
LOUDON
2 Loudon Elem.
MADISON
1 Chadwell Elem.
6 T. Stratton
MASCOT
3 Mascot
McMINNVILLE
*14 Central High
MEMPHIS
2 A. B. Hill
3 Charjean
3 Dunbar Elem.
2 Elmore Park
2 Guthrie Elem.
2 Holy Names
3 Keel
3 Lester Elem.
3 Melrose High
1 Pine Hill
2 Prospect
3 Sharpe
1 Wells Station
1 Willow-Oaks
MURFREESBORO
3 Middle Tenn. St. Col. Training
NASHVILLE
3 Berry
4 Bordeaux Elem.
5 Buena Vista
3 Burton Elem.
3 C. T. Kirkpatrick
5 Caldwell
5 Carter-Lawrence Elem.
2 Clemons
2 Cockrill
3 Crieve Hall
2 Dalewood Elem.
4 Donelson Elem.
4 Eakin
4 East Jr. High
3 Elliott Elem.
3 Glendale Elem.
3 Glenn
2 Harpeth Valley
9 H. R. Cotton
4 Haynes
2 Holy Name
3 H. Greeley Hill
5 Inglewood
6 J. Lipscomb Elem.
5 J. Baxter
4 J. B. Whitsitt
4 J. Early
3 Jones Elem.
3 Jordonia Elem.
4 J. Andrews
5 McCann
3 McGavock Elem.
3 Meigs
2 M. McKissack
4 Mt. Zeno
5 Napier
5 Park Ave. Elem.
4 Providence
2 Ransom Elem.
4 Rosebank Elem.
4 Shwab Elem.
2 Sylvan Park
3 Una
5 Warner
4 Woodbine
OAK RIDGE
*14 Cedar Hill
*14 Elm Grove
5 Glenwood
*14 Highland View
*14 Jefferson Jr. High
*14 Pine Valley
5 Robertsville Jr. High
*14 Scarboro
*14 Willow Brook
*14 Woodland
OLD HICKORY
4 A. Jackson Elem.
8 Dupont Elem.
3 Stateland
PETROS
1 Petros Elem.
POCAHONTAS
2 Byrd Locke
POWELL
5 Powell Elem.
ROCK ISLAND
3 Midway
RUSSELLVILLE
2 Russellville Elem.
SODDY
3 Soddy Jr. High
SOUTH PITTSBURGH
2 S. Pittsburgh Elem.
TIPTONVILLE
3 Tiptonville High
WHITES CREEK
3 A. Green

Texas

AMARILLO
4 A. Landergin Elem.
3 Avondale
4 Carver Elem.
4 Coronado Elem.
5 Emerson Elem.
5 Forest Hill Elem.
4 Glenwood Elem.
5 Hilltop Elem.
2 H. Mann Jr. High
5 Humphrey's Highland Elem.
5 Lamar Elem.
3 Lawndale Elem.
5 L. Bivins Elem.
5 M. Wills Elem.
4 McKinley Elem.
1 Olsen Park Elem.
3 Palo Duro High
3 Paramount Terr. Elem.
5 Pleasant Valley Elem.
5 R. E. Lee Elem.
5 Sanborn Elem.
4 S. Lawn
5 Summit Elem.
5 Sunrise Elem.
4 Whittier Elem.
4 W. Rogers
1 Wilson Elem.
5 Woflin Elem.
BELLAIRE
1 Cunningham
2 P. W. Horn Elem.
BELLMEAD
1 La Vega High
DALLAS
2 A. Johnston
1 Alamo Elem.
1 A. W. Sanger
2 A. Earhart
2 A. W. Blanton Elem.
3 A. Jones
2 A. Kramer
2 A. Silberstein
2 B. F. Darrell
2 B. H. Macon
2 B. Milam
3 C. F. Carr
2 Casa View Elem.
2 C. A. Gill
2 C. Oliver
2 Colonial Elem.
2 D. D. Rogers Elem.
2 D. Crockett
4 D. G. Burnet
2 Eagle Ford
2 F. P. Caillet
2 G. P. Allen
2 G. B. Dealey
3 G. Peabody
2 G. W. Truett
1 G. W. Carver
2 H. Budd
2 H. W. Longfellow
2 J. B. Bonham
2 J. Bowie Elem.
5 J. S. Hogg
2 J. W. Fannin
2 J. Davis
2 J. Ireland
2 J. J. Pershing
1 J. N. Ervin
5 J. N. Bryan
2 J. Q. Adams
4 J. J. Rhoads
5 Lakewood Elem.
2 L. P. Cowart
4 L. Kirk Hall
5 Letot Elem.
2 L. Hooe Elem.
2 Maple Lawn
4 M. B. Henderson
2 M. Twain
2 O. M. Roberts
2 P. Wheatley
3 P. Hollow Elem.
3 R. E. Lee
5 R. Q. Mills
2 Rosemont
2 R. C. Burleson
2 San Jacinto Elem.
2 S. Lanier
2 S. F. Austin
2 Stevens Park
2 S. L. Williams
2 T. G. Terry Elem.
2 T. A. Edison Elem.
2 T. C. Hassell
5 T. W. Field Elem.
4 Urban Park
2 V. H. Hexter
2 W. W. Bushman
2 Walnut Hill
2 W. B. Carrell
2 W. B. Miller
1 W. B. Travis
2 W. M. Anderson
5 Winnetka Elem.
DENTON
5 N. Texas Laboratory
FORT WORTH
2 A. Hogg Elem.
4 A. F. McCoy Elem.
4 B. Brae Elem.
2 C. Peak
1 C. E. Nash
2 Circle Park
4 Como Elem.
9 Crestwood Elem.
4 Denver Ave. Elem.
2 Diamond Hill Elem.
4 Dunbar Elem.
2 E. Van Zandt
1 Eastern Hills Elem.
1 Eastland Elem.
4 G. E. Tandy Elem.
4 Glencrest Elem.
4 Glenview Elem.
2 Greenbrier Elem.
4 H. V. Helbing Elem.
4 Hubbard Hts. Elem.
3 J. E. Guinn Elem.
4 J. E. Guinn Jr. High
2 Kirkpatrick Elem.
2 M. L. Kirkpatrick High
4 M. L. Phillips Elem.
2 N. Hi Mount
2 N. Richland Elem.
1 Oak Knoll
3 Polytechnic Elem.
1 R. Vickery
4 Ridglea Hills Elem.
3 Riverside Elem.
1 Rosedale Park Elem.
4 S. S. Dillow Elem.
4 Sagamore Hill
4 St. George
4 St. Thomas
2 S. Birdville Elem.
1 S. Ft. Worth
1 S. Hi Mount
2 Springdale
4 S. F. Austin
1 White Settlement W. Elem.
2 W. Handley Elem.
2 Worth Hts.
2 Wycliff Elem.
3 W. B. Travis Elem.
HOUSTON
1 Alamo Elem.
1 A. Jones Elem.
1 Bastian Elem.
1 Blackshear Elem.
1 B. K. Bruce Elem.
1 Bonner
2 Brays Bayou
2 Burbank Jr. High
1 C. B. Allen
3 C. P. Shearn
2 Crockett Elem.
1 Clinton Park Elem.
3 D. G. Burnet
2 Deady Jr. High
3 DeChaumes
2 DeZavala Elem.
1 Eighth Ave. Elem.
1 Franklin
1 Garden Villas
3 Hartsfield Elem.
1 Harvard
1 Hawthorne Elem.
2 Hohl Elem.
3 H. W. Longfellow
3 Highland Hts. Elem.
1 J. N. Dodson Elem.
4 J. P. Henderson
1 J. W. Oates
1 J. Yates Sr. High
1 J. D. Burrus
1 J. D. Ryan Jr. High
1 J. F. Helms Elem.
2 J. Long Jr. High
1 J. J. Rhoades Elem.
2 L. M. Alcott
2 Lubbock Elem.
3 L. M. Stevens Elem.
3 M. E. Foster

2 M. B. Wesley
3 M. W. Dogan Elem.
1 M. Gordon Elem.
2 Memorial Elem.
2 Montrose
2 N. Q. Henderson Elem.
2 Oak Forest Elem.
3 P. Janowski Elem.
1 Piney Point Elem.
1 Richmond Elem.
1 R. Browning
1 R. C. Patterson
2 R. Cage Elem.
1 S. Lanier Jr. High
3 S. Sherman
3 Southmayd Elem.
2 Sunny Side Elem.
3 T. Roosevelt
2 Twenty-Third Elem.
3 W. Rogers Elem.

LUBBOCK
2 A. C. Jackson
2 B. O. McWhorter
2 Bozeman Elem.
2 C. N. Hodges
2 C. Thompson
2 C. Harwell
2 Dunbar High
1 E. J. Parsons
4 E. Iles Elem.
2 F. E. Wheelock
2 G. A. Rush
2 G. M. Hunt
3 G. R. Bean
2 Guadalupe
2 J. T. Hutchinson Jr. High
2 K. Carter Elem.
2 L. Stubbs
2 M. M. Dupre Elem.
2 Maegen Elem.
2 Monterey Sr. High
2 N. H. Wright
2 N. Ave. U.
2 O. L. Slaton Jr. High
2 Overton Elem.
2 P. F. Brown
2 P. Wheatley Elem.
2 R. F. Bayless Elem.
2 R. W. Matthews Jr. High
2 R. Wilson
2 S. C. Arnett Elem.
2 Sanders Elem.
1 S. C. Wilson Jr. High
5 T. S. Lubbock High
2 W. B. Atkins Jr. High
2 W. Posey Elem.
2 Wolffarth

MART
1 Mart High

MARSHALL
4 Pemberton Jr.-Sr. High

SAN ANTONIO
2 Huff Ave. Elem.

WICHITA FALLS
3 Alamo Elem.
3 Austin Elem.
2 Barwise Jr. High
3 B. Milam
2 Bonham Elem.
3 Bowie Elem.
4 Carrigan Elem.
4 Crockett
3 Cunningham
4 Fain Elem.
4 Fannin Elem.
4 Harrell Elem.
3 Huey Elem.
3 Lamar Elem.
4 McGaha Elem.
2 Our Lady Queen of Peace
4 Reagan Jr. High
4 S. Houston
4 San Jacinto Elem.
4 Senior High
4 Sheppard Air Force Base Elem.
3 Travis Elem.
1 Washington Elem.
4 Zundelowitz Jr. High

YSLETA
3 Ascarate
2 Bel Air Jr. High
3 Cadwallader
1 Cedar Grove
3 Hacienda Hts.
3 Loma Terr.
3 Marion Manor
3 North Loop
1 Parkland
3 Ramona
3 Ranchland Hills
1 Scotsdale
1 South Loop
3 Ysleta Elem.
3 Ysleta High

Utah

AMERICAN FORK
1 Harrington

BINGHAM CANYON
2 Bingham Central
2 Bingham High

BRIGHAM CITY
2 Central

COPPERTON
2 Copperton Elem.

DRAPER
2 Draper Park

HERRIMAN
2 Herriman

KEARNS
1 Oquirrh Hills Elem.

LARK
2 Lark Elem.

LAYTON
2 E. M. Whitesides

LEHI
1 Lehi High
3 Lehi Jr. High

LOGAN
2 Adams
2 Ellis
1 Logan High
2 Wilson
5 Woodruff

MAGNA
1 Magna

MENDON
1 Mendon Elem.

MIDVALE
3 Midvale Elem.
3 Midvale Jr. High
2 Union Elem.

OGDEN
2 Bonneville
4 Grant
3 Hopkins Elem.
5 H. Mann
2 Lewis Elem.
2 Lincoln Elem.
1 Lynn
3 Madison
4 Pingree
3 Polk
3 Quincy
1 T. O. Smith
2 Taylor
4 Wasatch
2 Wilson

PAYSON
1 Taylor

PROVIDENCE
3 Providence

PROVO
8 Central Utah Vocat.

RIVERTON
2 Riverton

ROY
2 Municipal

SALT LAKE CITY
3 Backman
2 Beacon Hts.
2 Blaine
3 Bonneville
2 Butler
3 Canyon Rim
3 Columbus Elem.
2 Curtis
3 Douglas
1 Edison Elem.
3 Emerson
3 Grandview Elem.
2 Granger Elem.
2 Highland High
3 Hillside Jr. High
3 Holladay Elem.
3 Irving Jr. High
1 Jordan Jr. High
3 Lincoln Jr. High
1 Longfellow
3 Lowell
2 Mountview Elem.
2 Newman
3 Nibley Park
1 Oneque
2 Redwood
2 Roosevelt Jr. High
3 Rose Park
2 Rosslyn Hts.
3 Webster
1 West High
2 Whittier

SANDY
2 Crescent Elem.
2 Granite
2 Jordan High
2 Midvalley
2 Mt. Jordan Jr. High
2 Sandy Elem.

SOUTH JORDAN
2 S. Jordan

VERNAL
2 Central Elem.

WEST JORDAN
2 W. Jordan
1 W. Jordan Jr. High

Virginia

ARLINGTON
2 Barcroft Elem.
2 Gunston Jr. High
2 McKinley
3 Nottingham
3 Swanson Jr. High

DENHIGH
1 Denhigh Elem.

HAMPTON
1 Aberdeen Elem.
1 Armstrong
1 Bethel
1 Buckroe Jr. High
1 F. Asbury
1 G. P. Phenix
1 G. Wythe Jr. High
1 Greenbriar
1 H. W. Thorpe Jr. High
1 Hampton High
1 J. H. Bryan
1 J. B. Cary
1 Langley Air Force Base
1 Langley View
1 Phoebus Elem.
1 R. R. Moton
2 Sinclair
1 Union Elem.
1 W. S. Copeland
1 Willis-Sums-Eaton
1 Wythe Elem.
1 Y. H. Thomas Jr. High

HARRISONBURG
4 W. H. Keister Elem.

NEWPORT NEWS
2 B. T. Washington
2 J. Marshall
2 J. W. Daniel
1 Newsome Park
1 Parkview Elem.
3 P. L. Dunbar
1 Sedgefield
3 T. Jefferson
3 W. Wilson

RICHMOND
2 Chimborazo
1 Fairfield Court Elem.
2 G. W. Carver
1 J. B. Cary

Washington

BREMERTON
1 View Ridge Grade

CHENEY
3 Betz Elem.
3 Campus

LAKE STEVENS
3 Mt. Pilchuck Elem.

SEATTLE
6 Blaine Jr. High
3 Crown Hill
2 Loyal Hts.
*12 Magnolia Elem.
3 Maple Leaf
2 Our Lady of Fatima

TACOMA
2 Fawcett

YAKIMA
2 Adams
2 Barge
2 Childs
2 Davis High
2 Eisenhower
2 Franklin Jr. High
2 Garfield Elem.
2 H. M. Gilbert
2 Hoover
2 Jefferson
2 Lincoln
2 Madison
2 McClure
2 McKinley
2 Nob Hill Elem.
2 Roosevelt
1 W. W. Robertson
2 Washington Jr. High
2 Wilson Jr. High
1 Yakima Valley Jr. Col.

West Virginia

CHARLESTON
2 St. Agnes

CLARKSBURG
2 St. Mary's Elem.

LOGAN
1 Logan Sr. High

PLUTO
4 Freezeland Mt. Elem.

Wisconsin

BELOIT
4 Burdge
4 Converse
4 Cunningham
4 Gaston
4 Hackett
3 Lincoln Jr. High
4 Merrill
4 Parker
4 Robinson
1 Roosevelt Jr. High
4 Royce
4 Strong Elem.
4 Todd
4 Waterman
4 Wright

DARLINGTON
2 Holy Rosary

GREEN BAY
8 Chappell Elem.
8 Elmore Elem.
8 Ft. Howard Elem.
8 Franklin Jr. High
8 Green Bay E. High
8 Green Bay W. High
*15 Green Bay Sch. of Vocat. and Adult Educ.
8 Howe Elem.
8 Jackson Elem.
8 Jefferson Primary
8 Lincoln Elem.
8 Nicolet Elem.
8 Norwood Elem.
8 Roosevelt Elem.
8 Tank Elem.
8 Washington Jr. High
8 Whitney Elem.

HIGHLAND
2 St. Anthony & St. Phillip

JANESVILLE
2 Howarth
2 St. Mary's

KENOSHA
4 Columbus Elem.
3 Durkee
2 Forest Park
4 Frank
4 Grant Elem.
4 Jefferson
2 McKinley Elem.
3 McKinley Jr. High
2 Sunnyside
2 Weiskopf Elem.
2 Wilson Elem.

MADISON
2 C. R. Van Hise
2 Immaculate Heart of Mary
*12 Madison Pub.
2 St. James

MANITOWOC
6 A. Jackson
6 B. Franklin
6 Cleveland Elem.
6 Garfield
6 J. Madison Elem.
6 Jefferson
6 Lincoln High
6 McKinley
3 Sacred Heart
6 Washington Jr. High
6 W. Wilson Jr. High

MENASHA
2 Jefferson

MILWAUKEE
2 Fifty-third St.
2 J. Curtin
5 Lee
2 R. M. LaFollette

OSHKOSH
2 Dale

4 E. Cook
4 Franklin
4 Jefferson Elem.
4 Lincoln
4 Longfellow
4 Merrill Jr. High and Elem.
4 Oaklawn
4 Read
4 Roosevelt Elem.-Jr. High
1 St. Vincent
4 Smith Elem.
4 South Park
4 Washington
4 W. Stanley Jr. High

RACINE
3 Garfield
2 H. Mitchell
2 Holy Name
2 Janes
3 Jefferson
1 Lincoln
1 St. Mary's
4 T. Roosevelt
2 Winslow

ST. FRANCIS
1 Willow Glen

SHEBOYGAN
2 Franklin
1 J. F. Cooper
2 J. Madison
3 Jefferson
2 Lincoln
3 Longfellow
3 Lyman
2 Sheridan
3 S. Side Jr. High
3 U. S. Grant
3 Washington
1 Wilson

SOUTH MILWAUKEE
2 Parkway Elem.

SPOONER
4 Spooner City

SUPERIOR
2 The John Ericsson

TWO RIVERS
2 Koenig Elem.

WAUPACA
4 Waupaca City

WAUSAU
1 Franklin
2 G. D. Jones
4 Grant
3 J. Marshall
4 Lincoln
4 Wausau Jr. High
2 Wausau Vocat.

WAUWATOSA
2 Wauwatosa High

WEST ALLIS
2 Gen. Mitchell
2 Lane
6 Longfellow Elem.
6 W. Wilson

WEST BEND
1 Oak Knoll

WHITEHALL
6 Whitehall Memorial

HONOR ROLL REQUIREMENTS

For the first year of participation, the National Safety Council does not attempt to outline a specific program. However, enough items on the evaluation check list (there are a total of 36) must be checked to indicate a well-rounded program. This is considered a trial period during which the school prepares itself to meet the standards for continued honor roll recognition.

To be on the Honor Roll the second through the fifth year, all the following items must be carried out by the school plus any three others on the list:

- designate one person in building to channel safety information from school system safety education supervisor to teaching staff
- have an active safety program among school patrons
- arrange safety exhibits or safety bulletin boards
- have a junior safety council or other student safety group which conducts suitable safety activities throughout the school year (exhibits, assemblies, clean up campaigns)
- participate in periodic surveys to review conditions and needs in school crossing protection with participation by official agencies and lay groups, and as a result, provide and instruct school safety patrols, and/or adult crossing guards, and/or police officers
- use monthly safety lessons and posters
- arrange special safety instruction for holidays, such as: Halloween, Christmas, Memorial Day, Fourth of July
- conduct an average of one fire drill a month during school year under varying, unannounced times and conditions which simulate actual fire situations, including blocked exits, and which result in complete evacuation in two minutes or less
- cooperate in a pedestrian instruction program
- conduct regular safety inspections of school buildings and grounds, eliminate hazards and use state and local authorities for inspections
- ascertain building conditions and fire safety activities to be in compliance with state and local legal requirements and recommended standards of the National Fire Protection Association and the National Board of Fire Underwriters; school officials must take action to correct conditions and practices found deficient
- cooperate in preparation of the community's report for the Annual Inventory of Traffic Safety Activities; American Automobile Association Pedestrian Protection Contest; the Inter-Chamber Fire Waste Contest of the Chamber of Commerce; the National High School Driver Education program.

For the sixth through the ninth year, all of the above plus the following are required:

- develop special safety activities materials. (Beginning with year six, exhibits or samples of these materials must accompany check report. Exhibit may consist of courses of study; minutes of safety meetings, inspection forms, radio scripts, copies of articles appearing in newspapers, school papers, magazines such as SAFETY EDUCATION; reports of safety assemblies, plays, safety instructions to teachers, reports of special activities)
- have students formulate a code for safe living
- in secondary schools, carry on an extensive program of student projects and activities to improve traffic safety in and around the schools, (such as: student traffic surveys, need for student parking areas
- have a good safety program including instruction in school, recreation, traffic, fire, and home safety
- cooperate in a bicycle safety program—including travel to and from school, parking, care of bicycle, etc.
- participate in Standard Student Accident Reporting, use summaries in the safety instruction program and distribute them to school personnel

For the 10 through 14 years, all the above plus the following are required:

- hold at least two safety assemblies
- have student groups visit: a. fire department, b. police department or traffic engineering department, c. traffic court
- in secondary schools, provide a course in driver education
- furnish a safety speaker to community organizations (student or teacher)

For 15 years or more, all the above, plus:

- contribute to or cooperate in a system-wide preparation of a safety manual or course of study
- publicize description of safe practices in the school newspaper, local newspapers, SAFETY EDUCATION or other magazines, newsletters, or on radio or television programs
- cooperate in community safety activities (such as: Fire Prevention Week, Clean-up Week)

BULLETIN BOARD

Cut speed by hand

School officials in Michigan may be able to control traffic speeds near schools while children are going to and from school. The state highway department has recommended a special school zone speed limit sign. Officials merely change the speed legend, turn on yellow flashers—and traffic speeds are cut during designated hours. Allows more realistic speeds during other hours.

Thank you!

Encouraging trend: Safety Council of Greater Youngstown (Ohio) has arranged to have a subscription to SAFETY EDUCATION Magazine sent to each school—public and parochial—in Youngstown.

For child welfare

At a recent leadership institute sponsored by the National Council of Catholic Women, the representatives set up recommendations for child welfare, which included: 1) teenage codes both on the highway and in everyday life, 2) promote a general school safety program in cooperation with the community safety programs and 3) promote driver education programs in the high schools

Sad sidewalks near schools

Streets and sidewalks around many schools are in pretty poor shape, according to a study in the May issue of *School Business Affairs*. Sidewalks are needed in more than 39 per cent of schools reporting; stop signals in 20 per cent; policemen in 27 per cent. The two outstanding hazards in transportation are heavily congested streets and limited walking space.

Kick on curb side

Bicycle manufacturers are considering reversing the kick stand on bikes from the left to the right or "curb" side. This is expected to encourage riders to get on and off on the *right* side. Hand brakes may be moved from the left to the right side to permit left hand signals when rider is stopping or slowing down.

For future shop classes

At a conference in Washington, D. C., 75 representatives from 33 national organizations talked over ways to incorporate safety teachings into future school shop programs. It was the Office of Education Conference on the School's Contribution to Occupational Safety.

General Info

Dates—Oct. 19 through 23
Theme—"Safety in the Sixties"
Location—eight Chicago hotels
Expected attendance—12,500
Total program participants—900
Annual Congress Meeting—Monday, 9:30 a.m.
Early Morning Sessions—"Safety for You and Me," Tues., Wed., Thurs. and Fri., 8:30 to 9:30 a.m., Conrad Hilton Hotel Ballroom. Speaker: Arthur Secord, director, Community Service and professor of speech, Brooklyn College, Brooklyn, N. Y.

Congress banquet — Tuesday evening, 6:30, Conrad Hilton Ballroom

Citizen Leadership discussions on meeting safety needs of the 60's: The problem and what's being done about it and how citizen groups can meet these problems.—Wednesday, 9:45 a.m., Conrad Hilton.

Showing of the winners of the 1959 Awards of the National Committee on Films for Safety—Wednesday, 8 p.m., Conrad Hilton Ballroom.

Congress party—Thursday evening, 8 o'clock, Conrad Hilton Ballroom.

Safety exhibits—Conrad Hilton Hotel

School and College Info

Expected attendance—600

Program participants—200

Location—Morrison Hotel

Hospitality room—(meet your friends) Parlor G, Morrison Hotel

S & C breakfast—Monday morning—sellout of reservations

Open house—Monday, 3:30 to 4:30, Morrison Hotel, Embassy Room.

Opening and closing general sessions—"Increasing effectiveness of safety instruction in the sixties."—Monday and Thursday afternoons, 1:30 to 3:30.

Monday

Afternoon

Opening general session

Evening

Challenges in School Safety Programs—Rotation sessions

Tuesday

Morning

Built-in Safety Features—Looking *At* Our Children

Improving the Driver Education Teacher

Teacher Preparation and Public Support for Driver Education

What Administrators Should Know I

Afternoon

Methods in Driver Education

Are Accomplishments in Accident Reduction Keeping Pace with Research Findings?

What Can the Classroom Teacher Do to Insure Accident Reeducation During the Next 10 Years?

The Role of Higher Education in the Safety Program

Wednesday

Morning

Increasing Effectiveness of College Safety Instruction

What Administrators Should Know II

A Look *With* the Children

Making College Campuses Safer for the Sixties

Afternoon

Children Need an Environment Which Is Safe But Not Sterile at Home, in School and in the Community

Adult, Summer and Administration of Driver Education

The Environment as a Medium of Instruction

Evening

Films for Safety

Problems of State Driver Education Associations

Thursday

Morning

Opportunities and Hazards Ahead for Elementary School Safety Education

Research as a Means of Improving Driver Education in the Sixties

Applying Research and Progress in Driver Education

What Students Should Know

Afternoon

Closing general session

S & C Congress Chairmen

School and College General Chairman, Mrs. May Hazard

Harry Lodge, Elementary

Helen Manley, Supervisor

Forrest Noffsinger, Driver Education

Homer Allen, Higher Education

Glenn Shupe, Campus Safety

Seat Belt Campaign Progressing

A CAMPAIGN to popularize the use of seat belts in passenger cars is being conducted by three national safety and health organizations.

The campaign—organized by the American Medical Association, the U. S. Public Health Service and the National Safety Council—is aimed at reducing deaths and injuries on the highway.

Theme of the campaign is: "It's smart to use seat belts."

The sponsoring organizations are inviting other agencies, groups and business organizations to support the campaign by promoting installation and use of seat belts in the cars of employees and members, and by encouraging their respective publics to use belts.

State officials and appropriate state units throughout the country have been urged to conduct coordinated seat belt campaigns on a state level, and to encourage similar programs in local communities.

The three sponsoring organizations, none of which tests or approves any specific brand of seat belts, said drivers are urged to install only belts that are manufactured and installed in accordance with recommendations of the Society of Automotive Engineers.

The campaign is being conducted, said the sponsors, in the belief that the seat belt offers a major possibility—in addition to existing accident prevention programs—for reducing injury and death to drivers.

"We realize, of course," they said, "that seat belts are no antidote for carelessness, nor can their use alone prevent traffic tragedy. But they do offer a practical way to minimize the tragic results of highway accidents and save life and limb—the fundamental goal of accident prevention.

"Remember—a seat belt can save you and your family from death or painful disfiguring injuries."●

Science and S E Are Inseparable

(from page 3)

Energy—The work of the world is done by energy. Heat, electric, steam, chemical, atomic and light energy are familiar forms to be studied.

Heat is necessary to power our cars, ships and planes. Fire requires, fuel, oxygen, and a source of ignition. Eliminate one of these and fire can be controlled. How do we extinguish different types of fire?

Electricity is essential in modern living. Prescribed methods of handling electric current must be observed. Steam and chemical energy power many of our mechanical tools. Special precautions for safety must be known to harness these forms of energy and to operate the mechanisms they power.

New forms of energy are being discovered. Atomic energy increases the danger of radioactivity and makes it essential to study methods of detecting and measuring radiation and to understand its effects on the human body.

Biology—The study of living organisms and especially the most intricate mechanism on earth, the human body, explains *why* specific actions need to be taken for personal protection.

The lack of food, oxygen and water makes the body react in a certain way. Heat, cold, shock, bacteria, abrasions and fractures affect the normal operation of the body and care must be given to the prevention and treatment of the disease and destruction they can bring.

The study of the relationship of specific plants and animals to mankind will be a safety lesson.

Alcohol, narcotics and tranquillizers used beneficially for medication are being misused by many people. They create a safety problem for the addict and for the general public. What effect do they have on the nervous system and the reaction time of the user?

So you see, there is a natural relationship between safety education and science. As surely as science contributes valuable information for a safe, healthy and happy life, this contribution cannot be made without the aid of safe procedures and habits to bring about the discovery. They must be taught as one subject . . . inseparable as they are●

OUR BUSINESS IS YOUR CHILDREN'S SAFETY

Safety and GRAUBARDS' have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

High Visibility All Rubber Raincoat Sets

Available in WHITE, YELLOW and BLACK. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

"Approved for complete rain protection by Safety Councils, Auto Clubs, School Authorities, Police Depts., P.T.A. and Civic organizations throughout the Nation."

- 100% American Rubber
- Superior Quality
- Easily Cleaned
- Completely Vulcanized
- High Visibility
- Full Cut "Patrol" Sizes
- Absolutely Waterproof
- Suitable in All Seasons
- Complete Rain Protection

A. Overseas Caps No. 80
Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.

A. Overseas Caps No. 80

B. Gabardine 8-Point Caps No. 70
Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.

B. Gabardine 8 Point Caps No. 70

C. White Plastic Helmet No. 90
The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin strap and adjustable leather and web head band. Adjustable to all sizes.

C. White Plastic Helmets No 90

WRITE FOR COMPLETE CATALOG

America's Largest
Safety Patrol Outfitters

GRAUBARD'S
236 HIGH STREET
NEWARK 2, NEW JERSEY

National Standards set up for—

Student Residence Fire Check list

A COLLEGE, university or other institution of higher learning has no greater obligation to its students than that of insuring that they have safe buildings in which to live. Not only does this apply to dormitories, but also to fraternities, sororities, professional societies, and individual households catering to students. The question of whether or not the obligation is a legal one is academic—there is a moral responsibility regardless of type or ownership of the facility.

The National Standard Student Residence Fire Safety Check List can be useful to trained building inspectors and fire inspectors. A number of items can be completed by student safety committees and lay personnel. Items definitely requiring trained inspectors are those marked with an asterisk(*).

The minimum essentials of adequate student residence fire safety include:

A. Stairway enclosures or smoke barriers of noncombustible materials. Wired glass in metal frames provide an acceptable enclosure for this purpose in most buildings. Keep doors closed.

B. Two or more ways out of each floor used in whole or in part for public rooms, study rooms or sleeping quarters. At least one should be an enclosed stairway leading to the outside at ground level; the other can be an outside fire escape stairway of proper design and protected from door and window exposures.

C. Automatic sprinklers provide the best fire protection for life and property and should be installed wherever possible. An acceptable alternative is to install an automatic fire detection system in accordance with NFPA No. 72, using one or more manual pull boxes and fire detection devices installed in accordance with their listings by the Underwriters' Laboratories.

D. Interior finish of safe types on walls and ceilings. Highly combustible materials should be eliminated, such as low density fiberboards and similar products. The Underwriters' Laboratories publishes lists of products having low flame spread ratings, and wallboards and finish materials should be those listed by the Underwriters' Laboratories.

E. A working emergency plan published for residents and exercised through frequent exit drills, including surprise drills with some exits blocked.

F. Non-combustible decorations. The hazard created by the use of fast-burning materials in decorations for parties, initiations and special events cannot be overstressed. All combustible decorations should be flameproofed.

G. A program of effective maintenance and inspection based on knowledge of the causes of residence fires.

Prepared by John Morris, University of Illinois, for the Campus Safety Association, NSC, in cooperation with the National Fire Protection Association.

The mechanics of inspecting student housing for fire hazards and the actual questions which should be answered for a thorough fire safety check are included in this National Standard.

Directions for Inspections

Who Inspects?—In some communities members of the fire inspection bureau of the fire department or building department will make inspections at least annually. These activities should be supplemented by inspections made by university housing officials, safety engineers, deans of students and safety committee members from student residences.

When to Inspect—In addition to inspections at the beginning of the school year, inspections should be made at frequent enough intervals, preferably monthly, to check such points as maintenance of exit and stairway doors, fire extinguishers, good housekeeping, proper electric circuit fuses and party decorations.

How to Inspect—Inspections should be well planned in advance. The inspection team or individual should be thoroughly familiar with the check list, and with the major code provisions pertaining to fire safety in student residences. Previous inspection reports should be reviewed to determine hazards detected, and to ascertain if they have been corrected. An objective is to observe conditions under as normal living situations as practicable. However, the house director, faculty advisor or officers should always be present and requested to accompany the persons making the inspection, both to help supply information and also to avoid the possibility of social problems arising out of the inspection.

Improved Safety Through Recommendations—The standard references listed in the bibliography provide proper language for recommendations. In particular, NFPA 101, *The Building Exits Code*, is designed for this type of application. Lacking a local or state code, this code prescribes adequate minimum standards of fire safety.

Copies of the recommendations should be sent to all persons concerned with ownership or operation of the house, to the dean or other administrator and sometimes to the officials who assisted in the inspection. Unless you are applying a program which has been carefully worked out in cooperation with local officials or administrators of the institution concerned, you should avoid any reference to a deadline for accomplishment of major alterations, or other "enforcement" suggestion. Instead, invite discussion of the requirements and request that you or your agency be informed of progress.

This check list has been limited to items considered most universal and is not to be represented as covering every condition, construction deficiency or maintenance weakness. The inspecting team will find ample opportunity for recommendations not represented by check list numbers.

SELECTED SOURCES OF INFORMATION

Single copies free unless price is indicated.

National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.:

Building Exits Code NFPA No. 101, 16th Edition, 1959. $1.50.

Fire Doors and Windows NFPA No. 80, 1959. 75¢

Fire Record Bulletin NFPA No. FR 54-8, "Occupancy Fire Record" College Dormitories, Fraternities, and Sororities, 1954. 50¢

National Safety Council, 425 North Michigan Ave., Chicago 11, Ill.

Are Collegians Immune to Fire? NSC No. 429.30-145

Ferret Out the Failings NSC No. 429.30-147.

Fire in the Chapter House NSC No. 429.30-139

Federation of Mutual Fire Insurance Companies, 20 N. Wacker Drive, Chicago 6, Ill.:

Is Your Chapter House Fire Safe?

Is Your Rooming House Fire Safe?

Is Your Student Housing Fire Safe?

National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.:

Fire Safety for College Residence Buildings, 1952. 50¢

National Standard

Student Residence Fire Safety Check List

Residence name (if any) _____ Inspection Date _____

Street Address _____ City _____

Date of last inspection _____

By whom made? _____

_____

Number of persons who sleep in building:

Basement _____

1st floor _____

2nd floor _____

3rd floor _____

4th floor _____

_____

Total _____

Checking Procedure

Draw a circle around the appropriate letter, using the following letter scheme:

S — Satisfactory (needs no attention)
A — Acceptable (needs some attention)
U — Unsatisfactory (needs immediate attention)

Recommendations should be made in all cases where a "U" is circled, and when an "A" is circled if conditions are present which could become serious. Designate the items referred to by listing the question number. Items marked with an asterisk (*) are to be determined by trained fire inspectors or building inspectors. The numbers which follow many of the items refer to the major applicable paragraphs of NFPA 101, and other codes as indicated.

Construction

*1.	Are the following vertical openings between floors fully enclosed with walls and doors of noncombustible materials providing at least temporary resistance to the spread of fire, smoke or fumes? 1009			
	(a) Main stairways	S	A	U
	(b) Rear stairways	S	A	U
	(c) Other stairways	S	A	U
	(d) Elevator shafts	S	A	U
	(e) Rubbish and laundry chutes	S	A	U
2.	Does every sleeping room have access to two separate means of exit? 2471, 3001-3	S	A	U
3.	Is at least one of these an enclosed interior stairway? 2474	S	A	U
4.	Or an exterior stairway? 3381-7	S	A	U
5.	Or a fire escape or horizontal exit? 3001	S	A	U
6.	Are doors in stairway enclosures properly self-closing and kept closed? 3207	S	A	U

7. Are wedges and other devices used to hold back required stairway enclosure doors, to the detriment of fire safety of upper floors? 3207 S A U
8. Is wallboard and other interior finish in the building of good fire safe quality, and listed by Underwriters' Laboratories as having low flame spread rating? 4451-4 S A U
9. Are heating plant and fuel supply areas cut off from the rest of the building by fire resistive construction in ceilings and walls? 4901 S A U
10. Is this area equipped with a self-closing door of good fire resistive quality? S A U

Exits

11. Are exit escape routes continuous from each floor to the ground level outside the building? 3002 S A U
12. Are exit routes readily accessible through doors of full height? 3031, 3521 S A U
13. Can such doors be opened without a key or special device? 3204 S A U
14. Do escape routes pass through bathrooms, bedrooms, or other rooms subject to locking, in violation of good practice? 3113 S A U
15. Are public rooms, chapter rooms and basement recreation rooms provided with two or more exit routes? 3002 S A U

Fire Escape Stairways

16. Are fire escape stairways of standard noncombustible construction? 3531 S A U
17. Do they meet NFPA specifications for Class A, B, or C fire escape stairways? 3511 S A U
18. Are substandard fire escapes permitted for required exits, such as vertical ladders, or ropes? 3003, 3504 S A U

Automatic Sprinklers

*19. Is the building completely protected by an automatic sprinkler system? S A U
20. If a sprinkler system is available, are valves open and supervised? 4621-2 S A U
21. If the building has only partial sprinkler protection are all obvious fire hazard areas protected? 4601 S A U

Automatic Fire Detection

*22. Is the property completely protected by a standard automatic fire alarm (detection) system with Underwriters' Laboratories listed components? 4531 S A U
23. Are these automatic fire alarm (detection) systems under the supervision of a responsible person and are they periodically tested and restored thereafter to operating condition? 4504 S A U
24. Is the automatic fire alarm (detection) system connected to the municipal fire alarm system? 4551 S A U

Fire Warning System

25. If the building does not have either automatic sprinklers or fire alarm (detection) equipment, does it have a manual fire alarm system with Underwriters' Laboratories approved components? 4503 S A U
26. Is there a sufficient number of sending stations based on code requirements? 4512 S A U
27. Are the signals used only for fire or emergency, or fire drills? 4521, 5107 S A U
28. Is the fire alarm tested at least weekly? 4505 S A U

Emergency Action Measures

29.	Are there fire extinguishers of the proper type for the area protected? 4641, NFPA #10	S	A	U
30.	Are they available on each floor?	S	A	U
31.	Are extinguishers serviced and dated at least annually? 4641	S	A	U
32.	Is car parking restricted so that the fire department would always have free access to the building? 5601	S	A	U
33.	Has an emergency plan been set up?	S	A	U
34.	Are residents proficient in fire emergency routine through exit drills? 2477, 5101	S	A	U
35.	Are fire emergency instructions conspicuously published and up-to-date?	S	A	U
36.	Do they include prompt reporting and alarm of even minor or incipient fires?	S	A	U

Electrical

*37.	Is the wiring adequate with main circuits of heavy enough wire?	S	A	U
*38.	Are 15 ampere fuses used to protect circuits?	S	A	U
39.	Is all electric wiring installed by competent electrical contractors?	S	A	U
*40.	Is the television antenna properly grounded and equipped with a lightning arrester?	S	A	U
*41.	Are all major appliances, especially laundry equipment, properly grounded with #14 wire?	S	A	U

Special Hazards

42.	Are party decorations limited to flameproofed paper and the like? 5401-3	S	A	U
43.	Is housekeeping good in			
	(a) Storage areas?	S	A	U
	(b) Basement?	S	A	U
	(c) Attic?	S	A	U
	(d) Garage and outbuildings?	S	A	U
44.	Is rubbish disposal properly handled?	S	A	U
45.	Are heating boilers regularly inspected by state or insurance company?	S	A	U
*46.	Are hot water tanks provided with combination pressure and temperature safety valves?	S	A	U
47.	Are ironing and pressing facilities in good repair, with fire resistive ironing board, UL listed irons and pilot lights?	S	A	U
48.	Are residents familiar with flammability and toxicity of various cleaning agents?	S	A	U
49.	Are smoking fire hazards under control?	S	A	U
50.	Is smoking in bed strictly prohibited?	S	A	U
51.	Are waste baskets of unperforated metal?	S	A	U

Recommendations

Name of building_____

Address_____

No. _____

S-1643-A

lower elementary

safety lesson

The Junior Firemen

"Oh, look, Miss Smith. Here come the firemen."

"There must be fire at school."

"Oh, no," said Miss Smith. "There is no fire. They are coming to see who wants to be Junior Firemen."

When the firemen arrived, this is what they said:
"Anyone can become Junior Firemen if he will help keep his home and school safe from fire. Here are some pictures which tell you what you can do to help. What do the pictures tell you?"

FOR TEACHERS:

1. Be careful of matches. Light matches only when Mother or Dad is watching.
2. Put all waste paper and trash into a basket.
3. Don't push chairs or tables in front of doors or exits.
4. Always follow directions during a fire drill.
5. Burn leaves or trash in containers only. Be sure Mother or Dad is watching and helping.
6. Learn how to call the fire department. (Discuss how we turn in an alarm in our school; in our home.)

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

"Tricks or Treat"

Ring. Ring. Ring.
There's the door bell.
Look who's here!
It's *trick or treat.*
There's an Indian at the door.
There's a clown at the door, too.
These are careful children. Can you tell why?
Look at the picture.
Decide why they are careful.
Then look below for the answers.

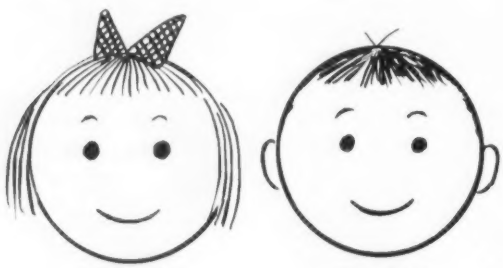
ANSWERS

One carries a flashlight to light the way.
The other has a flashlight in his jack-o-lantern.
Their faces have make-up *instead of masks.*
They can see where they are going.
They will not start fires.

Here are some Halloween faces.

Get your crayons.

Color their faces like make-up.



CLOWN INDIAN

WITCH PIRATE

Get some drawing paper. Draw some pictures such as—

- A happy jack-o-lantern. (He has a flashlight, not a candle.)
- A safe pirate. (He carries a rubber dagger, not a sharp one.)
- A good cowboy. (His gun cannot shoot caps.)
- A friendly Indian. (His arrows are not sharp, pointed ones.)

October 1959

upper elementary

safety lesson

S-1643-A

Junior Firemen

There was much excitement at Foster Intermediate School. A fire truck had stopped in front of the school.

"Where's the fire?" someone asked.

But Mrs. Mueller knew why they were there. This is Fire Prevention Week," she said.

"They are coming to inspect our school. They will want to see a fire drill. They may also want us to become 'Junior Firemen.'"

Of course the boys and girls were curious to know how they could be Junior Firemen.

The firemen were glad to tell them what to do.

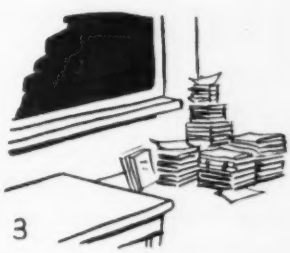
Becoming Junior Firemen

To become a Junior Fireman, you learn how to *prevent* fires at school and at home. You remind others about safe practices. Then you may wear the Junior Firemen badge.

Write a fire prevention rule in the spaces below each numbered clue. Then turn the page and check your guess with the answers.

1

2



3

4

5

6

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Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Junior Firemen at Home

"How can we be Junior Firemen at home?" asked the children.

The firemen suggested a list of things they could check at home.

Together they wrote them on the blackboard. Someone suggested they have them duplicated. Then each child could take one home and go over it with Mom or Dad. The firemen thought this was a very good idea.

Home Fire Safety Check List

	Yes	No		Yes	No
Have you removed all combustible rubbish and leaves from the yard?	—	—	Do you keep matches in metal containers away from small children?	—	—
Is an adult always present when trash or leaves are burned?	—	—	Are there plenty of large-size ash trays at home?	—	—
Is trash always burned in a trash burner or incinerator?	—	—	Do you have plenty of electric outlets instead of extension cords strung around the house?	—	—
Do you keep your basement free from rubbish and oily rags?	—	—	Do you use only 15 ampere fuses in the fuse boxes?	—	—
Were the chimney and heating pipes cleaned this summer?	—	—	Does everyone in the family know how to call the fire department?	—	—
Is there a rule against using gasoline or benzine for cleaning in your home?	—	—	Do you have a plan of escape from fire worked out?	—	—
Do you have a screen for the fireplace?	—	—			

Suggestions for Fire Drills

Does your school have frequent fire drills?

Does everyone know what to do in case of a fire drill?

Junior Firemen know what to do and also know how to help others to safety.

Here are some important suggestions:

1. Follow the leader to the nearest exit.
2. Be quiet so you can hear instructions.
3. Know where to go in case your exit is blocked.
4. Stay outside the building until told to return.
5. Stay well away from the firemen and away from the street.

Answers to clues in the fire prevention pictures.

1. *Always keep oily rags in a covered metal container.*
2. Never *use candles in school for birthdays or holiday observances.*
3. *Remove paper and rubbish immediately from classrooms and corridors.*
4. EXIT *lights should always be burning at each auditorium or outside door.*
5. *Never block corridors or other passages with furniture, boxes, etc.*
6. *If you see heavy smoke, close the room door; if you must go through, get down and crawl.*

October 1959

S-1644-A

junior high school

safety lesson

A Little Burning

The possible results of *a little burning* is shown in the poster picture above. Do you think the picture exaggerates the situation? Think again! According to insurance company records, *today*—while you are reading this lesson—more than 1,300 homes in the United States will catch on fire. Tomorrow the same thing will happen, and will happen again and again for *each day of the year!* This rate of 1,300 home fires each day does not include unreported blazes—only the big ones.

The public makes a commendable effort each year by contributing to campaigns against childhood diseases. Yet, fire kills more children yearly than does any childhood disease.

While all of us probably agree that something should be done to solve the home fire hazard, few of us realize that women as well as men (and even more so) should be concerned.

In other words, if you are a girl, you can be reasonably certain that at least once during your lifetime you will have to deal with a fire that could destroy your home and your children. Since women are at home far more hours than men, they discover and have to fight home fires more often than men.

✔ Analyze the Problem

Here are some of the major causes of home fires. Analyze them and list in the blanks provided, (1) the *kind* of problem (e.g. housekeeping, child care, knowledge of electricity, etc.) and (2) what you should do to help solve it.

A. Often, fires start because attics are packed with old papers, grease accumulates in stoves and oily rags in closed closets.

1. This is (a) (an) _____ problem.
2. I need to _____

B. Neglect of kitchen appliances—waffle irons, toasters, and mixers—is often the cause of fires.

1. This is (a) (an) _____ problem.
2. I need to _____

C. A lot of home fires start between the outside and inside walls of the house where it is difficult to detect them.

1. This is (a) (an) _____ problem.
2. I need to _____

D. Many times children — especially small ones — are killed by home fires merely because they don't know how to get out of the house.

1. This is (a) (an) _____ problem.
2. I need to _____

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Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

E. Many accidental fires get out of control very rapidly—even when discovered in time.

1. This is (a) (an) _____ problem.
2. I need to _____

F. Often, home fires cause loss of property and lives simply because fire-fighting agencies are not notified in time or in a correct manner.

1. This is (a) (an) _____ problem.
2. I need to _____

ANSWERS

A-1 Housekeeping 2—Develop good housekeeping procedures in regard to cleanliness and periodic inspections.
B-1 Electrical 2—Learn how to examine appliances for worn parts and frayed cords.
C-1 Electrical 2—Learn what an "overloaded" circuit means and how correct fuses can help.
D-1 Fire drill 2—Have a family council on how to escape a fire and hold periodic drills.
E-1 Fire extinguisher 2—Check my house for potential danger areas and see what fire extinguishers are needed in case of fire.
F-1 Planning 2—Find the fire department's telephone numbers and have them written in a prominent place by the phone. Also, think through the kind of information you need to give over the phone so you will get the help you need.

✔ Prepare For the Season

Although all kinds of fires occur throughout the year, home fires will increase sharply during this and next month unless you do something now. Dirty furnaces, faulty electric heating devices and clogged chimneys are put into use during the first cold snap — without being inspected first. Rubbish fires become more dangerous when dry autumn leaves are in abundance.

Cut down on the possibility of a home fire in your community by getting the best possible information and suggestions from your fire department, health department or local safety council, and then spread the word among neighbors and friends.

✔ Reading and Safety

To obtain the best information about safety, you will probably have to do a great deal of reading. To improve your reading skill, you should be aware of an aid known as "contextual clues." This means that you can often tell what an unfamiliar word means by the thought or context of what you're reading. For example, try to define the five words listed below—first, out of context:

1. fallacious _____
2. innocuous _____
3. domicile _____
4. isolate _____
5. prognosticate _____
6. sagaciously _____

Now don't be discouraged if you were unable to define any words, or just one or two of them. They are hard words—*but*—if you read the following paragraph carefully—thinking as you read—you will be able to define most of the italicized words.

✔ Home Safety

When you return to your *domicile* after school today, you will probably feel that you are in the safest place possible. Unfortunately, this is a *fallacious* belief because the total number of fatal home accidents is second only to traffic deaths.

In fact, based on past figures it would be reasonable to *prognosticate* that over 1,000 homes will catch on fire each of the remaining days of this year. There is no one section of this country that is *isolated* from the danger of home fires—they occur throughout the U. S.

You can help eliminate many of the home fire hazards by starting a clean-up campaign. Although oily rags, stacks of newspapers and just plain rubbish may seem *innocuous*, they are actually fire hazards and are the cause of many home fires.

In order to help solve the home fire problem, you should not use a haphazard approach. Instead, you should plan *sagaciously* so that your work will be effective.

Now, try again to define the words you first tried to define out of context. You see, with a little thought you can improve your reading ability.

In addition, with a little thought you can develop an action program that will help make your home and community a safer place in which to live.

October 1959

senior high school

safety lesson

S-1644-A

A Little Learning . . .

Most of us make the mistake of thinking that we know a great deal about a subject because it appears to be a simple subject. For example, the person who left the cigarette burning in the ash tray (see poster above) would never build a fire on his living room table. Yet, he walked away and left a fire burning in the ash tray. What happens to our "learning?"

Do accidents result from "mental lapses"; do they result from "lack of knowledge"; or do they result from "lack of carry through and application" of what we know? Ordinarily, accidents occur as a result of a combination of all the foregoing factors. Check the validity of this statement by taking the following test.

I. "Mental Lapses"

(You know better but how have you acted?)

1. Have you ever: thrown a glowing cigarette butt from a car, or while in the woods; or, left a campfire or rubbish fire unattended; or, started campfires or rubbish fires without some kind of fire extinguishers nearby?

Yes_____ No_____

2. Have you ever: carried out furnace ashes in a non-metallic container; or, used kerosene or gas to start a fire; or, left a fire in a fireplace without placing a screen in front of it?

Yes_____ No_____

3. Have you ever: left cloth hot pads on or above the kitchen stove; or, thrown your sweater or jacket near the fire in the fireplace; or, left the iron turned on while you answered the door or the phone?

Yes_____ No_____

II. "Lack of Knowledge"

(Do you really know?)

— Check the correct answer —

1. Ordinarily, the ignition temperature of wood is between 500 to 800 degrees F., but if the wood is exposed to heat radiation for a long period, the ignition temperature will:

A. Remain the same ( )
B. Rise approximately 100 degrees ( )
C. Drop approximately 100 degrees ( )
D. Drop to approximately 300 degrees F. ( )

2. One pint of gasoline turned into vapor and mixed with air will make approximately the following amount of highly explosive gas:

A. 200 square feet ( )
B. 100 cubic feet ( )
C. 300 cubic feet ( )
D. 650 cubic feet ( )

3. Smoking in bed is extremely dangerous. If a smoker falls asleep, the **greatest** danger results from the burning cotton and wool fibers which:

A. Produce 700 degrees F. heat which produces deadly carbon monoxide gas ( )
B. Produce smoke which causes suffocation ( )
C. Produce a flaring fire ( )
D. Produce a 400 degree F. heat which in itself causes death ( )

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III. "Lack of Application"

(You *know*, but do you apply your knowledge?)

1. You know that certain areas in your home are potentially more dangerous than others in regard to fire—BUT—

Do you have fire extinguishers and equipment in those areas?

Yes_____ No_____

2. You *know* that it is well to have planned escape routes for all members of your family should your house catch on fire—BUT—

Do you have such a plan?

Yes_____ No_____

3. You *know* a thorough home inspection for fire hazards should be carried on periodically—BUT—

Do you make such inspections?

Yes_____ No_____

ANSWERS: I and III—Only *you* have the answers; II—1D, 2C, and 3A.

Girls' Problem Too!

Too often most people think of fire prevention and fire fighting as a man's job. Actually, women should have as great an interest and skill in this area as men because they spend more time at home and often have to handle emergency situations by themselves. If you, as a homemaker, were faced with these types of fires, would you know which type of extinguisher to select? Boys better check their knowledge too so they can instruct future wives properly. As a class, see who knows more now—boys or girls.

Underline Correct Answer

1. If a wood, fabric, rubbish or paper fire is getting out of control the *best* kind of extinguisher is: (A) water (B) "wet water" (C) a wet broom or cloth (D) baking soda.

2. If hot grease catches fire on your stove, the best type of extinguisher is: (A) water (B) "wet water" (C) a wet broom or cloth (D) baking soda.

3. If a frayed lamp cord begins to smolder on a rug, the best type of extinguisher is (A) water (B) "wet water" (C) a wet broom or cloth (D) baking soda.

4. Explain how you can make "wet water," and describe what advantages it may have over plain water._____

_____

5. Explain the action of baking soda when thrown on flames._____

_____

_____

ANSWERS

1—(B) a type "A" fire—fabric, wood, rubbish, paper—is best put out by "wet water" which has a greater penetrating power than plain water. 2—(D)—a type "B" fire—oil, grease, gasoline, gas—is best put out by baking soda. 3—(D)—All electrical fires are type "C" and baking soda is your best bet. Be sure first to remove the plug from the source of power, if you know where the connection was made. 4—Mix two tablespoons of liquid detergent to a gallon of water. The detergent breaks the surface tension of the water and thereby causes it to penetrate other surfaces more rapidly. You may wish to investigate commercial "wetting agents"—chemical compounds designed especially to "wet" water for fire fighting. 5—When you scatter baking soda over the flames, the heat releases great quantities of carbon dioxide and steam vapor from the sodium bicarbonate particles. This action smothers the fire.

Don't Neglect Other Areas

While it is most important to prevent home fires, don't neglect the other areas of potential danger—such as grass, brush, and forest fires. This is the time of year when the grass and leaves are dry, and when there's usually a brisk breeze to help flames along. Also, this is the season for walking through the woods, for having "weiner roasts," for raking and burning leaves and for hunting. In other words, all the factors for a raging fire are present—the only factor missing is negligence. Be certain that you don't provide the missing factor. Better still, make a survey of potential hazards that can be eliminated now. Such hazards might be:

1. High dry grass close to the road—a cigarette butt can start it blazing. Cut the grass.
2. Leaves and pine needles scattered close to the house. Rake them up and put them in a safe place.
3. An open place for burning rubbish combined with a strong wind can start a brush fire. Get a suitable place for burning rubbish.

A Word on Halloween

Fun is fun—in fact, it's "the most."
But be careful you don't become a *real* ghost.

"Real" Fire Drill Is Vivid Study

By Yvonne Jones Slover

FIRE Prevention Week offered a rather unusual and vivid situation to the boys and girls of Rock Island School last year by providing them with a real experience upon which to base their learning.

This is the way it came about. The fire bell rang at the school for a fire drill. The children cleared the school and went to their places. Simultaneously the fire siren of the Rock Island Volunteer Fire Department sounded and three engines rushed to the school with their sirens blasting. Seven men in rubber boots, coats and helmets swarmed about the third grade classroom. Ladders were hoisted; the men climbed to the roof; water was pumped from the hoses. As each man went about his task the children were aghast and for about five minutes they thought it was a real fire.

The men finally turned and the broad grins on their faces showed that it had been a practice drill for them and that it was not a real fire. Up to that time the children had been all eyes and extremely quiet. Then the audible sigh that was let out was definitely food for thought for the faculty. The children were quite relieved to find that their school had not been on fire.

Later, the firemen acted as consultants. The chief had assigned men to specific trucks and the children gathered round for a question period. The individual demonstrations, the many questions answered, and the cooperation of these men gave scope and meaning to a learning situation that has provided a gateway for further study for our children●

Mrs. Slover is principal of Rock Island Elementary School, Fort Lauderdale, Fla.

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The Title Page

Books and pamphlets of interest to safety educators

By Lois Zearing
Director, NSC Library

Colleges

Crisis Off Campus: A Survey of Off-Campus Housing Conditions at Cornell University. 1959. 15pp. The Cornell Daily Sun Inc., 109 E. State St., Ithaca, N. Y.

Reprinted from "The Cornell Daily Sun." Articles on housing conditions and what should be done to improve college off-campus housing.

Conferences

Youth and Fitness: A Program for Secondary Schools. July 15, 1959. 74pp. American Association for Health, Physical Education and Recreation, 1201 Sixteenth St., N. W., Washington 6, D. C. Price $1.50.

This report presents the results of the 1958 Conference and provides guidelines for the development of high-quality secondary school programs. Gives the most concrete recommendations ever made on requirements in health and physical education.

Drivers and Driving

Driver Education. A Manual for Instructors. 1958. 105pp. Department of Public Instruction, Raleigh, North Carolina. (Publication No. 288)

I Want a Driver's License; Adapted from the Summary of the California Motor Vehicle Code. M. Fern Tripp. 1959. 28pp. Mrs. Fern Tripp, 2035 East Sierra Way, Dinuba, Calif. Price $1.00.

A colorful worktext with 52 authentic road signs in true color and shape, designed for the non-academic student who wants to pass the driver license test in California.

Man and the Motor Car: Sixth Edition, The Center For Safety Education, New York University. Prentice-Hall, Inc., Englewood Cliffs, N. J. 353p. 1959 Revision Committee: Herbert J. Stack, Homer Bronson, J. Duke Elkow, Earl D. Heath, and Thomas Seals. $4.15

This sixth revision of the well known text has been published with more profuse illustrations and a more complete listing of source materials for each unit. It deals with the field of driver education more inclusively. It contains excellent emphasis on a topic developing greater importance every day—super highway driving. Teachers will find it even more useful than previous editions.

Fire Protection

The Chicago School Fire. Chester I. Babcock and Rexford Wilson. 26pp. Reprinted from January, 1959, NFPA Quarterly. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass. 25¢.

A technical report on the Our Lady of the Angels School fire.

Liability

Tort Liability Affecting Shop Teachers with Provisions for Avoiding Accidents and Litigation. Denis J. Kigin. 1959. 209pp. University of Missouri, Columbia, Mo.

Dissertation in partial fulfillment of the requirements for the degree of doctor of education.

Motor Vehicles

Safety in the Use of Two-Wheel Vehicles: A Seminar Report Submitted in Partial Fulfillment of the Degree of Master of Science. Department of Education, University of Wisconsin. May, 1959. 63pp. University of Wisconsin, Madison, Wis.

Study made of two-wheel vehicle safety program in senior high schools.

School Plant Inspection

How Safe Is Your School? M. R. Sumption and Basil Castaldi. 1959. 11pp. Office of Field Services, College of Education, University of Illinois, Urbana, Ill. Price 25¢.

A check list of 100 danger points designed for the use of teachers, administrators and others who wish to make a systematic search for danger points in the school plant.

Traffic Safety Program

7 Steps to Traffic Safety: A Handbook for Junior and Senior High Schools. 1959. 32pp. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price $1.00

A school-community approach to traffic safety.

Coming In November Issue

Planning next month's classes? Here's what we're planning. You might wish to include some of these materials in your lessons.

- Complete report of the driver education teachers' pilot study on winter driving techniques, experiences and reactions.
- Outline for teaching safety with firearms—rules and precautions.
- Forum in print discussion on type of authority a safety education supervisor should have.
- How and where to select free safety resource material and determine its educational value.
- Data sheet on lighting for safety in the home.
- Elementary school students write and broadcast safety radio programs in Boston, Mass., and Peoria, Ill.
- Correlating safety teachings into a home economics course.
- Promoting Christmas holiday traffic safety through high school and college newspaper contests.

School and College Dept.
National Safety Council
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The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

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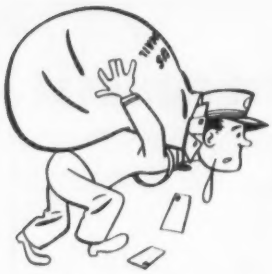


Mail Box

Safety teaching or tattling?

Orlando, Fla.—Last year, we initiated the Observer Patrols to check how children obey traffic rules to and from school. They report anything which appears unsafe to the Patrol Sponsor and then the two discuss the fault with the child. In extreme cases (bicycle riders towing), the parents are contacted and the bicycle is left at home for a period of time. The Observers do not stop children on the street, but they can stop younger children from playing in dangerous places. Once a week, the Observers report over the public address system, praising commendable practices and reminding children of their responsibility as citizens of the city.

Emilia Logan
Lake Como Elementary School

New York, N. Y.—We consider "A Job Analysis for Safety Education Supervisors" which appeared in the February issue "tops."

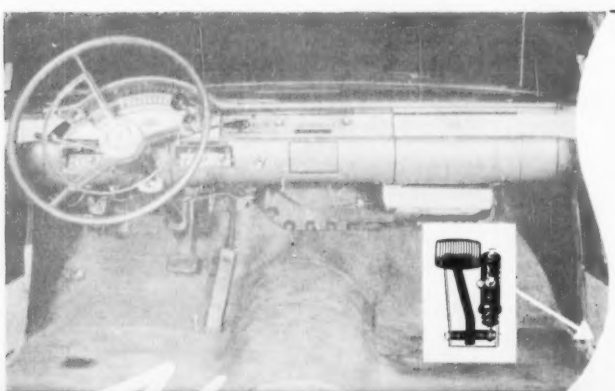
Herbert J. Stack
Center for Safety Education
New York University

Verifying facts

Fort Lauderdale, Fla.—How can we tell whether an organization dealing with safety is associated with the National Safety Council? Representatives of a safety organization have been collecting money in our community and offering free materials to the schools. One is a booklet which includes an acknowledgment to the NSC. Does this mean that the group is an affiliate of yours?

Mrs. Yvonne Jones Slover
Meadowbrook Elementary School

Ed note: To check whether an organization is associated with the NSC, write this office. Such local safety councils are affiliated through membership in the Council. The Better Business Bureau usually can tell you whether an organization collecting funds is legitimate. In no case does an acknowledgment to the NSC indicate that the NSC is in any way connected with the organization nor necessarily approves of its work or publication. Credits only mean that NSC staff advice was sought and given.



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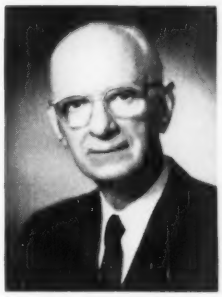
AN EVALUATION OF RESEARCH ON THE

Teaching Effectiveness of the ÆTNA DRIVOTRAINER



By Herbert J. Stack, Ph.D.

Two important organizations went on record in 1958 regarding use of driving simulators such as the Ætna Drivotrainer.

The first of these was reported at the National Conference on Driver Education held at Purdue University:

> "In recognition of simulators, the value of which has been established by research, simulated driving experience can be used in lieu of half of the recommended minimum, in a ratio of 4 to 1. Decision for approval of any simulator should be the responsibility of the individual State Department of Education."

A second is from the Driver Education Section of the National Safety Council.

> "The National Safety Council supports and encourages the use of laboratory equipment to simulate behind-the-wheel driver experience in high school driver education courses. Also, the Council encourages continued research as to the manner in which such devices can be most effectively used in the teaching of driver education."

These statements were developed as a result of three research studies that had been completed on the value of the Drivotrainer. The writer has had occasion to review these studies in the preparation of an article for *Traffic Safety – Quarterly Research Review* of the National Safety Council. The first of these studies was carried on by the research and safety supervisors of the Los Angeles Schools. A second followed much the same design as the Los Angeles study and was submitted by Louis I. Bernoff in partial fulfillment of the Ed.D. degree at the University of Southern California. A third was conducted by the research and driver education departments of Iowa State Teachers College.

The purpose of these studies was to determine the amount of learning that took place in the Drivotrainer program as compared with the traditional practice driving program. Learning in the Los Angeles and Bernoff studies was measured in terms of relative gains in skills, knowledge and attitudes. In these studies the experimental or Drivotrainer group was given 16 class periods on the "trainer," 3 hours of practice driving, and 6 of observation. The control group was given 6 periods of practice driving and 12 of observation. Students were tested before and after instruction with skill and knowledge tests and attitude scales. The Iowa study, however, was confined to a comparison of the driving skills of the two groups.

CONCLUSIONS

Skills

1. In all three studies no significant differences were found in the post-instruction driving performance tests of the experimental and control groups. Students taught on the Drivotrainer were just as skillful as those taught by conventional methods.

Knowledge

2. The Los Angeles and Bernoff studies reported that the difference between the two groups in gains in knowledge was not significant.

Attitudes

3. In the same studies it was reported that after training the difference in attitudes in the two groups was not significant.

Costs

4. It was also pointed out in the three studies that in the Drivotrainer program, the costs would be considerably lower, the amount depending on the number of cars in the installation.

The statements of policy by the National Conference on Driver Education and the National Safety Council, therefore, warrant careful consideration.

In recent years, the costs of driver education have been increasing. It is therefore important that driver educators take steps to try out types of programs that may produce better results, at substantially lower costs.

ONE TEACHER TRAINS 15 STUDENTS AT A TIME in this modern Drivotrainer classroom. Each "car" is equipped with the instruments and controls of a real automobile. The system employs motion pictures to simulate actual driving conditions.

Development of the Drivotrainer was financed by the Ætna Casualty and Surety Company as a contribution to education, and highway safety. Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training, and supplying an educational liaison service to Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Automatic Voting Machine Division of the Rockwell Manufacturing Company, Jamestown, New York.

For further data on the Ætna Drivotrainer, please write to:

INFORMATION AND EDUCATION DEPT.

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What Are Your Plans for Safety in the Sixties?

?

- ★ Will overcrowded schools take lives?
- ★ Must more science mean more hazards?
- ★ Are sprinklers THE answer to fire safety?
- ★ Need driver education be expensive?
- ★ How can we make better use of community resources?
- ★ Does safety need professional leadership?
- ★ How can we teach safety more effectively in the sixties?

These are a few of the many problems which will be explored at the School and College sessions of the 1959 National Safety Congress. Join educators and safety authorities in studying and sharing experiences in the many phases of safety education.

The sessions, which will attract hundreds of school and college administrators, teachers and safety leaders, October 19 to 23 at the Morrison Hotel in Chicago, will include informal "buzz" sessions, lectures and panel discussions for getting and giving ideas.

For complete information on the program and hotel reservations write: School and College Dept., National Safety Council, 425 N. Michigan Ave., Chicago.

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S-1643-A

A LITTLE BURNING

can be a

DANGEROUS THING!

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